List of Appendices

A. Self Evaluation Participation
   1. Accreditation Committee Composition 2012
   2. Accreditation Recommendation Task Forces
   3. Accreditation Self-Evaluation Calendar
   4. Accreditation Division of Responsibilities
   5. Accreditation Communication with Campus
   6. Minutes from Relevant Governance Meetings

B. Organizational Charts
   1. All College
   2. Administrative Services
   3. College Advancement
   4. Global Programs and Partnerships
   5. Human Resources
   6. Academic Affairs
   7. Information Technology
   8. Student Services

C. Board of Trustees Documentation
   1. Minutes for June 2012
   2. Agenda for September 2012

D. Program Specific Accreditations
   1. High School Programs
   2. Funeral Service Education
   3. Dental Hygiene

E. 2011-2012 Student FTE Report

F. Recommendation One
   1. Campus Survey
   2. Theme Analysis
   3. Task Force Notes
   4. Recommendation One Action Plan

G. Recommendation Two
   1. Task Force Notes
   2. Minutes from Relevant Governance Committees

H. LWIT Mission and Core Themes

I. Accreditation and Strategic Planning Cycle 2012-2019
## Appendix A: Self Evaluation Participation

### Accreditation Committee Membership 2012

**Faculty:**
- Michael Richmond: Automotive Faculty
- Cheyenne Roduin: Librarian
- Monta Frost (co-chair): Dental Faculty
- George Dalich: Science Faculty, VP of LWIT Federation of Teachers
- Pat McPherson: Early Childhood Education Faculty
- Jana Holt: International Education Faculty

**Staff:**
- Kathy Johnson: Senior Human Resources Technician
- Mary Suhler: Accountant, Administrative Services

**Administration:**
- Dennis Long (ALO): Vice President, Student Services/Interim Vice President, Instruction
- Colleen Hewes: Director, Nursing Programs
- Myung Park: Executive Director
- Terry Byington: Executive Director
- Ruby Hayden (co-chair): Interim Dean of Students

**Student:**
- Shalliah Swinney: Associated Student Government, VP
Appendix A: Self Evaluation Participation

Accreditation Recommendation Task Force Planning

Recommendations by the Accreditation Committee:

1. That the four recommendations be handled by task forces, with co- or tri-chairs. The chairs include at least one person with subject expertise and one person from the Accreditation Committee:

   a. Recommendation 1       Myung Park and Ruby Hayden
   b. Recommendation 2       Joy Howland and Doug Emory
   c. Recommendation 3       Cheyenne Roduín and Terry Byington
   d. Recommendation 4       Michael Richmond, Mary Suhler and David Woodall

2. Process: That the process used to address the recommendations includes:

   a. Broad participation by all constituent groups: faculty, students, staff, administrators
   b. Specific participation by individuals with subject matter expertise
   c. Regular feedback from and communication with the College community about work in progress. Forums should be considered a part of this effort.
   d. Work to culminate in action plans that will be presented to the Accreditation Committee, the Institutional Effectiveness Committee and Executive Cabinet

3. Timeline. Draft reports of progress to date will be completed by the end of Spring Quarter. This will allow time to incorporate this information into the Year One accreditation report due to the NWCCU on Sept. 15.

Approved by Executive Cabinet November 29, 2011
Appendix A: Self Evaluation Participation

Accreditation Calendar

November 2011: Assign Task Forces to Work on Recommendations

Winter 2012: Original Strategic Planning Begins

Win-Sum 2012: Ongoing Work for Recommendations One and Two

March 2012: Divide Written Work of Year One Report

Deploy Recommendation One Survey

April 2012: Strategic Planning Process Rebooted

Recommendation One Small Group Meetings

May 2012: Recommendation One Action Plan released

June 4, 2012: Board of Trustees: Accreditation Year One, Core Theme revision presentation

June 2012: Representatives from Recommendation One and Two attend Instructional Council and College Council for campus buy in

July 2012: Continued work on Recommendation Two

New Strategic Planning Consultants hired

August 2012: Final Edits to Year One Report

September 10, 2012: Final Approval of Year One Report by Board of Trustees

Fall 2012: Ongoing Strategic Planning

Finalized Outcomes and Indicators
Appendix A: Self Evaluation Participation

Accreditation Division of Writing Responsibilities

Accreditation Steering Committee Meeting Minutes

<table>
<thead>
<tr>
<th>Co-Chairs</th>
<th>Dave Woodall &amp; Ruby Hayden</th>
<th>Date: 3/20/2012: 2-3pm: PCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendees:</td>
<td>Dave Woodall, Ruby Hayden, Dennis Long, Myung Park, Terry Byington, Michael Richmond, Cheyenne Roduin, Jana Holt, Mary Suhler, Joy Howland</td>
<td></td>
</tr>
</tbody>
</table>

**Gap Analysis of Work Needed to Complete Year One Report**

**Discussion:** Agreement to divide work into groups:

**Institutional Overview:**
- Dennis and Mary

**Preface:**
- Cheyenne, Ruby, and Jana

**Standard 1A:**
- Dave, Terry, and Myung

**Standard 1B:**
- Terry, Ruby, and Institutional Effectiveness Committee

<table>
<thead>
<tr>
<th>Action items</th>
<th>Person responsible</th>
<th>Deadline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafts of Year One Report</td>
<td>As noted above</td>
<td>4.17.12</td>
</tr>
<tr>
<td>Eligibility Standards</td>
<td>Dave Woodall</td>
<td>5.8.12</td>
</tr>
</tbody>
</table>

**Updates from Recommendation Taskforces**

**Discussion:**
- Recommendation 1 (Myung Park & Ruby Hayden): Survey deployed
- Recommendation 2 (Joy Howland & Doug Emory): Will take slight modification of core theme language to IEC, CC, IC
- Recommendation 3 (Cheyenne Roduin & Terry Byington): Working with Jacob to set up SharePoint
- Recommendation 4 (Dr. Woodall, Michael Richmond, Mary Suhler): Still collecting communication plan feedback; have met to discuss next steps; seeing next year as a time to pilot a new communication strategy

<table>
<thead>
<tr>
<th>Action items</th>
<th>Person responsible</th>
<th>Deadline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue work plan</td>
<td>All</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Meeting Adjourned at 2:36pm
Appendix A: Self Evaluation Participation

Accreditation Communication with Campus

From: Hayden Ruby  
Sent: Wednesday, April 04, 2012 10:51 AM  
To: All College Employees  
Subject: Spring Quarter Update from the Accreditation Committee

Good Morning,

Allow me to take a few moments to update you on the college’s accreditation activities. Please feel free to contact me directly with questions or concerns about the accreditation process.

RECENT ACTIVITIES:

Committee Membership

UPDATE: At this time, Dr. Woodall serves as the college’s Accreditation Liaison Officer (ALO). He co-chairs this committee with Ruby Hayden. Other members: Michael Richmond, Cheyenne Roduin, Jana Holt, Dennis Long, Mary Suhler, and Kathy Johnson

ACTION ITEM: We need more team members for this committee. Please respond to this email if you want to serve the college in this capacity. We meet on Tuesdays at 2pm in the President’s Conference room.

Recommendations

UPDATE: The Accreditation Committee and Executive cabinet assembled teams to address each of the four recommendations:

Recommendation #1: Myung Park and Ruby Hayden: Deployed an “International Programs” survey on March 15, 2012. This survey closes on April 6, 2012. After data analysis, the team will schedule brown bag forums to discuss the results in person with the college community and post the information on SharePoint.

Recommendation #2: Joy Howland and Doug Emory: Convened a small team to examine core theme language and outcomes/indicators used for accreditation. The team will work through existing committee structures to present the suggested modifications to these areas.

Recommendation #3: Cheyenne Roduin and Terry Byington: Working with Jacob in IT to identify ways that SharePoint may help the college communicate information about New Program development.

Recommendation #4: Dr. Woodall, Mary Suhler, and Michael Richmond: Deployed a “Governance” survey in December and shared the results with the college community on February 1, 2012. Based on the results, Dr. Woodall tasked the team with creating a communication plan for the college. The team will use existing committee structures to review and shape the communication plan and will share the results of the work with the college community in early Spring.
 Appendix A: Self Evaluation Participation

Accreditation Communication with Campus (continued)

Year One Report

UPDATE: Even though our accreditation visit just happened in Fall 2011, we now must participate in the regular accreditation cycle. This means we must submit our year one report in early Fall 2012. The year one report covers Standard One (you can read more online). The accreditation committee broke into small teams to write first drafts of each section (due on April 17 to the committee for feedback).

Thank you for your continued participation in the college’s accreditation process.

Ruby.

******************************************************************************

Dr. Ruby Hayden
Interim Dean of Students
Lake Washington Institute of Technology
P: 425.739.8208
F: 425.739.8275
www.lwtech.edu
Appendix A: Self Evaluation Participation

Accreditation Communication with Campus

From: Hayden Ruby
Sent: Tuesday, August 28, 2012 12:26 PM
To: Hayden Ruby
Subject: Summer Accreditation Update

Good Afternoon,

Allow me to take a few moments to update you on the college’s accreditation activities. Please feel free to contact me directly with questions or concerns about the accreditation process.

RECENT ACTIVITIES:

Year One Report

UPDATE: Our year one report is due in mid-September. The year one report covers Standard One (you can read more online). The accreditation committee broke into small teams to write each section and the most recent draft is attached here for your convenience. College council, instructional council, Institutional effectiveness, accreditation committee, and the Board of Trustees all reviewed an earlier draft of this document. This final draft goes to the Board of Trustees for final approval on September 10, 2012.

ACTION ITEM: If you have any questions or suggestions for the document, please email me directly.

Recommendations

UPDATE: The Accreditation Committee and Executive cabinet assembled teams to address each of the four recommendations:

Recommendation #1: Myung Park and Ruby Hayden: Deployed an “International Programs” survey in March and in Spring 2012 convened a small cross functional team to review the results and develop an action plan. All documents were emailed to the college community and posted on SharePoint. If you missed those communications you can still view the documents on SharePoint.

Recommendation #2: Molly Verschuyl, Chris Harter, and Doug Emory: Convened a small team to examine core theme language and outcomes/indicators used for accreditation. The team worked through existing committee structures in Spring 2012 to present suggested modifications to core theme language. Over the summer the team worked on outcomes and indicators. The year one report includes all work to date. To finalize the outcomes and indicators the process must be integrated with Strategic Planning.

Recommendation #3: Cheyenne Roduin and Terry Byington: Working with Jacob in IT to identify ways that SharePoint may help the college communicate information about New Program development. This work will continue through the next year.
Appendix A: Self Evaluation Participation

Accreditation Communication with Campus (continued)

Recommendation #4: Dr. Woodall, Mary Suhler, and Michael Richmond: Deployed a “Governance” survey in December and shared the results with the college community on February 1, 2012. Based on the results, Dr. Woodall tasked the team with creating a communication plan for the college. The team used existing committee structures to review and shape the communication plan and this work will continue through the next year.

Committee Membership

UPDATE: Monta Frost co-chairs this committee with Ruby Hayden. Other members: Michael Richmond, Cheyenne Roduin, Jana Holt, Dennis Long, Mary Suhler, George Dalich, Terry Byington, Myung Park, Kathy Johnson, and Shalliah Swinney (student). Dr. Kathleen Curphy will take over as ALO for the college this year.

ACTION ITEM: If you want to join the committee and help write the year three report, please respond to this email.

Thank you for your continued participation in the college’s accreditation process.

Ruby.

******************************************************************************

Dr. Ruby Hayden
Interim Dean of Students
Lake Washington Institute of Technology
P: 425.739.8208
F: 425.739.8275
www.lwtech.edu
Appendix A: Self Evaluation Participation

Minutes from Relevant Committee Meetings

College Council Minutes

June 7, 2012
1:00 pm – 2:00 pm W305A

Attendees: Susan Aaron Moller, Hanna Taylor, Terry Byington, George Dalich, Sonny Campbell, Ruby Hayden, Noah DuPont, Andrea Fechner, Rob Nyland, Vera Davidyuk, Craig Kerr, Pat Sturgill, Marti Garrels, Heath Davis.

Guests: Greg Roberts, Jacob Kukuk

Absent: Thom Blanco, Shalliah Swinney, Linda Costarella.

Susan called the meeting to order at 1:00 pm.

STANDING ITEMS:

- Agenda for today’s meeting was approved with the change of moving Accreditation Year One report and Judicial Conduct on campus to the New Business section (instead of Old Business).
- Minutes for May 17th meeting were approved by email vote.

Strategic Planning

- The Committee interviewed three facilitator/consultants on June 4th, and will be making a recommendation to Executive Cabinet. Terry reported that two of the candidates have been asked to submit proposals to Executive Cabinet.

Curriculum Updates:

- Nursing AAS-T
- Machine Technology CP
- Machine Technology AAS
- Entrepreneurship CC
- Business DTA/ MRP
- Engineering Graphics Mechanical Design Emphasis AAS-T
- Engineering Graphics Technician CP
- AutoCAD CC

E-mail:

There were no e-mails of note at this time.

OLD BUSINESS:

Accreditation Recommendation #4

We briefly reviewed what Michael Richmond outlined for us at the last meeting regarding expectations for increased communications. Our meeting materials will be posted on SharePoint. A subcommittee will be meeting during the summer to determine the key elements for each of the items to be posted on SharePoint. The subcommittee consists of Rob Nyland, Terry Byington and Susan Aaron Moller.
Appendix A: Self Evaluation Participation

Minutes from Relevant Committee Meetings (continued)

College Council Elections
The electronic voting procedures for new College Council Elections have gone well. There is a tie for one part-time faculty position. The voting for this remaining post will be redone; Dennis Long will be sending out a new voting tally to part-time faculty.

New Student Orientation
Ruby presented the written proposal in Chris Harter’s absence. The written proposal details its effect on brand new students, the purpose of it, concerns and supporting documentation. Ruby addressed questions regarding faculty ability to override a hold on a student’s record if need be. The orientations will increase to at least two per week. College Council approved moving forward with the outlined proposal for winter quarter.

NEW BUSINESS:
Annual Committee Report for Staff Development
Greg talked with College Council briefly regarding the annual committee reports for the Staff Development and Policies & Procedures Committees. He outlined the purpose of each committee, and what each have been working on. A survey was recently sent out for staff development. The committee uses this survey to plan activities for next year. Copies of each committee report will be put on SharePoint.

Accreditation Year One Report
Ruby presented a working draft of the Year-One Self-Evaluation Report. This first draft is mostly finished; further work will be done by the Accreditation Committee for the September deadline to NWCCU. For the purposes of today’s College Council meeting, the report is meant to be informational. The final draft will be due before College Council meets again in the fall, so if there are any edits or suggestions please let Ruby know during the summer.

Judicial Conduct on Campus
Ruby also provided College Council with a draft of the Campus Safety Action Plan. There were campus conversations on May 2nd and 3rd that formed the basis of the action plan. The action plan outlines goals for the campus regarding what conduct, judicial information, training and off-hours safety could be expected for 2012. College Council approved moving forward with the proposed action plan.

REPORTS & ANNOUNCEMENTS:
Ruby Hayden: Accreditation Committee:
- Draft of year one report done (to be discussed at the meeting)

Ruby Hayden: SEM
- President Woodall asked for a six-month to one-year recruiting and marketing plan by June 19, 2012. Regine Adams, Ruby Hayden, Cindy Mowry, Jaime Villa, and Mike Potter are working on the marketing plan. Executive Cabinet would like to see a focus on marketing since enrollments are down.

Susan Aaron Moller: Instructional Council
Appendix A: Self Evaluation Participation

Minutes from Relevant Committee Meetings (continued)

- Bob Mandy did a Program Review presentation on Architectural Graphics program
- The CLEP requirements for Chemistry have been tabled till the next meeting
- Ruby Hayden presented a draft of the Accreditation Year One report
- The online Class Evaluation beta test went well and the online evaluations for Spring will launch on May 30th

Patrick Sturgill: Safety Committee

- An Action Item list was developed by Patrick Sturgill, Pat Hunter, and Sue Jorgensen.
- Patrick is working with the Kirkland Police Department for Active Shooter Training in September.
- CPR/AED/First Aid/Blood-borne Pathogen Training will be offered the week of June 25th.
- Patrick Sturgill noted that we are currently out of compliance with ADA requirements for the shelving in the restrooms—he will discuss removal of the current shelving with Facilities.
- ID Tags for Staff/Faculty were discussed.
- The Accident/Incident Report Summary was presented.

Susan Aaron Moller: Facilities Planning Committee

- Ed Sargent presented a request to use the former Toddler classroom as a Campus Commons area. He also requested converting R204 (a lecture classroom) into a computer classroom.
- Tim Wheeler presented a Capital Projects update.
- Exterior paint colors were discussed.
- The Art on Walls sub-committee reported on the bus shelter proposals.

Susan Aaron Moller: Finance and Budget Committee

- Tuition and Fees were discussed. There will be a 12% increase in tuition for the 2012-2013 academic year. In general lab fees did not increase
- Bill Thomas explained the revision in guidelines for the reserves to go as low as 10% but that there would be a repayment of 1% per year
- The Board of Trustees will take action on the Operating and Capital budgets for the 2012-2013 fiscal year at their June meeting.

Other Notes:
Thank you to Ruby Hayden and Andrea Fechner for their participation in College Council for the past three years!

Meeting adjourned at 2:03 p.m.
Next meeting: Not until September. Enjoy your summer!

A15
Appendix A: Self Evaluation Participation

Minutes from Relevant Committee Meetings (continued)

Instructional Council Meeting Minutes
June 14, 2012, 12:00 PM
Location: W305B
Standing Items Meeting

Voting Members: Doug Emory, Dennis Long, Ed Sargent, Lin Zhou, Kim Infinger, Ann Hamilton, George Dalich, Heath Davis, Nancy Dick, Caroline Kapp, Sara Linnertz, Maria Macedo, Neera Mehta, Jason Sobottka, Joe Martorelli, Don Sutherland

In attendance: Don Sutherland, Joe Martorelli, Dennis Long, Nancy Dick, Neera Mehta, Doug Emory, Hanna Taylor, Sara Linnertz, Jason Sobottka, Doug Emory, Steve Addison, Cheyenne Rodlin, George Dalich, Lin Zhou, Sahba Fatherazi, Kim Infinger

Guest: Marti Garrels, Rex Jacobsen

Agenda: Today’s agenda was approved.
Minutes: Minutes from the May 24th meeting were amended and approved.

Consent Agenda: The following Consent Agenda items and supplemental agenda items were approved:

The following new curriculum and curriculum changes were recommended to IC for approval:

The following new program is recommended to IC for approval:

- Engineering Technology AAS-T

The following programs with changes are recommended to IC for approval:

- Business DTA/MRP
- Engineering Graphics Mechanical Design Emphasis AAS-T
- Engineering Graphics Technician CP
- AutoCAD CC

The following new courses are recommended to IC for approval:

- ENGT 244 Mechanical Design with Inventor
- ENG 131 Materials and Manufacturing Processes
- ENG 132 Mechanics – Statics and Dynamics
- ENG 133 Electrical Circuits
- ENG 134 Electronic Systems
- ENG 221 Fluid Mechanics and Heat Transfer
- ENG 222 Engineering Design
- ENG 290 Engineering Technology Capstone
Appendix A: Self Evaluation Participation

Minutes from Relevant Committee Meetings (continued)

- MATH 131 Applied Mathematics and Computing 1

The following existing courses with changes are recommended to IC for approval:
- ART 252 Advanced Two-Dimensional Design
- ABED 053 ESL/ABED Healthcare Bridge

The following courses are recommended to IC for inactivation:
- BIOL 111 Survey of Anatomy & Physiology
- PHYS& 121 General Physics II
- PHYS& 122 General Physics II
- CFOR 215 Data Communications
- CFOR 250 Unix Programming
- CFOR 255 Network Security
- CFOR 257 Linux Administration
- CFOR 259 Linux+ Certification Preparation
- ACCT 220 Financial Accounting II
- ACCT 230 Financial Accounting III
- ACCT 270 Managerial Accounting

IC Supplemental Consent Agenda 6/14/12:

The following programs with changes are recommended to IC for approval:
- Culinary Arts AAS
- Environmental Horticulture AAS
- Environmental Horticulture CP

The following new courses are recommended to IC for approval:
- MATH 132 Applied Mathematics and Computing 2
- MATH 133 Applied Mathematics and Computing 3
- MATH 134 Applied Mathematics and Computing 4
- ENGL 993 Beginning English
- ENGL 995 Introduction to Essay Writing

The following existing courses with changes are recommended to IC for approval:
- CULA 120 Restaurant Fundamentals
- CULA 124 Introduction to the Front of House
- CULA 128 Food Service Safety and Sanitation
Appendix A: Self Evaluation Participation

Minutes from Relevant Committee Meetings (continued)

- CULA 137 Nutrition in Food Service
- CULA 142 Costing and Menu Planning
- CULA 144 International & Classical Cuisine
- CULA 146 Garde Manger
- CULA 195 Capstone, Portfolio, and Masterpiece Dinner
- CULA 196 Internship/Externship/Cooperative
- HORT 112 Intro to Hand Tools
- HORT 123 Integrated Pest Management
- HORT 131 Landscape Design and Drafting
- HORT 132 Survey of Landscape Materials
- HORT 134 Nursery Retailing
- HORT 211 Intro to Bidding and Estimating
- HORT 212 Sustainable Lawn Care

NEW BUSINESS:
Program Review – Medical Assisting
Marti Garrels shared feedback regarding her program review done this past fall. She outlined for us what Medical Assisting is, and what it isn’t, in addition to what the curriculum involves. LWIT has a very strong program; there is a very high pass rate for the CMA exam amongst our students. LWIT is CAAHEP accredited. CAAHEP is the Commission on Accreditation for Allied Health Education Programs. Marti says the program’s greatest strengths are the incredible faculty and first-rate equipment, great faculty and students. The biggest challenges are managing the increase of students in the program (many are on a waitlist) and the need for a technical aide for the program.

Program Review - Accounting
Rex Jacobsen shared feedback for the program review for Accounting; specifically noting what has been going on in the program since program review. Hybrid and online classes were popular when first implemented, but a shift to doing a “flip model;” pre-recorded lectures and doing homework in class has become even more popular. So much so that all students chose this model when surveyed. While extremely popular, this has presented a challenge for Rex as well – putting together the recordings takes quite an effort. But Rex feels the trade-off is worth it. The number of completions in the program has more than doubled. They have integrated l-BEST and non-l-BEST classes. This too has gone very well to where other colleges in the area have inquired about it. The other challenge Rex noted is the range of skill for students in the classes.

Accreditation Year One Report
The feedback Instructional Council has for the Year-One draft report is nothing but good. Committee members feel it looks great. Any other feedback is still welcomed, and should be forwarded to Ruby Hayden.
Appendix A: Self Evaluation Participation

Minutes from Relevant Committee Meetings (continued)

OLD BUSINESS:
Review of Tenure Manual:
It was thought there was a subcommittee reviewing the latest draft, but no work has been done on it yet. We will therefore review the Tenure Manual in the fall; once a subcommittee has had a chance to discuss it.

Meeting Adjourned: 1:02 pm

Have a wonderful summer. Next Meeting: TBD.
Global Programs and Partnerships
Organizational Chart
2012

Global Programs and Partnerships:
- Intensive English Programs
- Short-term Intensive English Programs & Cultural Experiences
- High School Completion for International Students
- US-China Class
- Study Abroad
- International Scholars

Executive Director
Myung L. Park

International Outreach Specialist
Recruiting
LI Lowry

International Outreach Specialist
Advising
Kathy Gallentine

International Outreach Specialist
Communications/Student Activities
Liah Matsui

Program Assistant
Sookyung Park

Intensive English Program
FT Faculty
PT Faculty
Appendix B: Organizational Charts

Human Resources

President
David M. Woodall, Ph.D.

Executive Director of Human Resources
Greg Roberts

Director
Payroll & Benefits
Tish Evora

Payroll Technician
Vera Davidyuk

Senior Human Resources Technician
Kathy Johnson

Human Resources Technician
Julie Autry

Accommodations
Affirmative Action
Communications
Compliance

Employee success
Equal Opportunity
Ethics Officer
Investigations

Labor relations
Organizational development
Position development
Records & reporting

Retention
Strategic planning
Training and development
Wage & salary administration

Benefits
Child support
Data analysis & reporting
Employee action processing
Employment verifications
Faculty contracts
Garnishments
Leave tracking
L & I claims

Orientations
Payroll & paychecks
Quarterly taxes
Records management
Retirement
Time & leave reporting
Unclaimed property
Vendor payments
W-2s

Administrative contracts
Advertising
Affirmative action
Communications
Data analysis & reporting
Employee action processing
Employee relations
Faculty contracts
Labor relations support
Manual leave accruals
Orientations
Records management
Shared leave
Staff development
Unemployment claims

Advertising
Applications & jobs
Communications
Data analysis & reporting
Employee action processing
Employee relations
Evaluations tracking
HR/Payroll website
HR technologies
Interview support
Labor relations support
Orientations
Position development
Records management
Appendix B: Organizational Charts

Academic Affairs
Appendix B: Organizational Charts

Student Services

Vice President
Dennis B. Long

Heather DeGraw
Confidential Administrative Assistant

Enrollment Services
Director
Cindy Mowry
Coordinator, Admissions
Dr. Andrea Fechner
Coordinator, Enrollment Services
Larina Kaelin
Program Specialist, Casework
Jaime Villa
Program Assistant II
Nath Dupont
Program Assistant I
Patricia DiCristo Dozarma
Pawlik
Chief Switzer
Yelena Tushar

Financial Aid
Director
William Chancey
Associate Director
Margie Pederson
Coordinator
Cherie Bowman
Financial Aid Specialist
Kim Gaer
Milena Novakova
Lyudmila Mishkova

Student Development
Associate Dean
Dr. Ruby Hayden
Associate Dean
Christina Haines
Assistant Director
Alma Osorio
Counselor
Neera Mehta
Career Specialist
Kathryn Hoch
T’ai Liv
Iryna Szymanski
Career Specialist, Assessment Center
Julie Taylor
Program Specialist, Assessment
Lulani Tomaszewski
Administrative Assistant III
Michael Leary
AmeriCorps, Volunteer
Richard Wettman

TRIO Projects
Associate Dean
Dr. Patricia Hauser
Coordinator
Erin Smith
Career Specialist
Tim Do
Sally DeBasis
Craig Kerr

Workforce Development
Director
Dometa Bros
Coordinator, WRT
Jaye Hayde
Career Specialist, WorkFirst
Irene Reynolds
Career Specialist, ERC
Katie Conant
Career Specialist, Opportunity Grant
Adria Sneed
Career Specialist, WorkFirst
Kathryn Hoch
Career Specialist, Worker Retraining
Tisha Miller
Program Specialist, ERC
Jaime Villa
AmeriCorps Volunteer
Sydney Self

Student Programs
Director
Sheila Walton
Administrative Assistant I
Vikki Korsunsky

High School Programs
Principal/Dean
Ken Infinger
Faculty Counselor
Michelle Kennedy
Sara Lofrizzuto
Faculty
Michelle Behan
Kate Shaffer
Career Specialist
Vacant
Barbara Tatum
Administrative Assistant I
Bashir Eftati
Administrative Assistant I
Galina Shalans
Appendix C: Board of Trustees Documentation

Minutes for June 4, 2012

(Approved by Board 9/10/12)

LAKE WASHINGTON INSTITUTE OF TECHNOLOGY
Board of Trustees Meeting

Monday, June 4, 2012
5:00 pm – 8:30 pm
Kirkland Campus, Room W305A
11605 132nd Avenue NE, Kirkland, WA 98034

Chair Reid called the meeting to order at 6:06 pm. He noted that Trustee Machala has resigned from the Board to accept a full-time position at Bellevue College.

Study Session: Chair Reid stated that a study session was held from 5:00 to 6:00 pm. Chair Reid led a discussion regarding a Trustee nomination process and the election of Board officers, as well as the Trustee self-evaluation process. Dr. Woodall reviewed the characteristics of a polytechnic institute. No actions were taken in the study session.

Board Meeting:

Roll Call (total present at board meeting = 26)

<table>
<thead>
<tr>
<th>Board of Trustees Present:</th>
<th>AAG Representative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Bruce J. Reid, Chair</td>
<td>Mr. Derek Edwards</td>
</tr>
<tr>
<td>Mr. Darrell Mitsunaga, Vice Chair</td>
<td></td>
</tr>
<tr>
<td>Mr. Sang Chae</td>
<td></td>
</tr>
<tr>
<td>Dr. Lynette Jones</td>
<td></td>
</tr>
</tbody>
</table>

LWIT Faculty and Staff:

<table>
<thead>
<tr>
<th>Debbie Almstedt</th>
<th>Peter Huff</th>
<th>Myung Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Byington</td>
<td>Frances Humphrey</td>
<td>Mike Potter</td>
</tr>
<tr>
<td>Melissa Curtis</td>
<td>Nolan Koreski</td>
<td>Greg Roberts</td>
</tr>
<tr>
<td>Nancy Dick</td>
<td>Maria Macedo</td>
<td>Ed Sargent</td>
</tr>
<tr>
<td>Doug Emory</td>
<td>Susan Aaron Moller</td>
<td>Shalish Swinney</td>
</tr>
<tr>
<td>Dr. Ruby Hayden</td>
<td>Bob Monroig</td>
<td>Bill Thomas</td>
</tr>
<tr>
<td>Jim Howe</td>
<td>Andrea Olson</td>
<td>Dr. David Woodall</td>
</tr>
</tbody>
</table>

Introduction of New Employees: Nancy Dick introduced new employee Melissa Curtis, who is Administrative Assistant in the Instructional Services Department.

Approval - Agenda: Motion was made by Trustee Mitsunaga and seconded by Trustee Chae to approve the agenda for June 4, 2012. Motion was approved unanimously.

Approval - Minutes: Motion was made by Trustee Mitsunaga and seconded by Trustee Jones to approve the minutes of the Board meeting of May 7, 2012. Motion was approved unanimously.

Public Comment:
No one signed up for public comment.
Appendix C: Board of Trustees Documentation

Minutes for June 4, 2012 (continued)

Correspondence:
There was no correspondence to discuss.

Board Chair’s Report: Chair Bruce Reid reported that the Board retreat and meeting are scheduled for September 10, 2012. Focus at that time will be on self-evaluations and evaluation of the Board as a whole. He noted that the Lake Washington Academy will hold its graduation ceremony on June 13 at 5 pm in W404, and the LWIT Commencement ceremony will be held on June 15 at the Lynnwood Convention Center at 2 pm. He reminded trustees to arrive at 1 pm. Chair Reid said that he and Dr. Woodall and possibly Trustee Mitsunaga will be attending the TACTC meeting June 24-26 in Moses Lake.

President’s Report: Dr. Woodall reported that the first Campus Conversations session was held on May 21, and the main topic was the VPAA search. The next meeting is scheduled for June 14 at noon in W401 with the focus topic of International Programs. All employees are invited to attend.

Dr. Woodall noted that the first meeting of the President’s Advisory Council has been arranged for June 21 from 7:30 to 10:00 am in the Board Room. The Council is comprised of high level corporate executives across broad disciplines. This meeting is introductory and will allow an exploration of industry directions and opportunities for the college. Copies of the current PAC roster will be emailed to the Trustees.

Dr. Woodall responded to Trustee Chae’s request for an update on the VPAA interview process. He noted that out of 39 received applications, five finalists have been scheduled to be interviewed the weeks of June 4 and June 11. It is anticipated that the start date will be September.

Dr. Woodall reported that the Strategic Planning Committee has selected three consultants as finalists to present to the Executive Cabinet at their upcoming meeting. It is anticipated that the strategic plan be completed during the fall and presented to the Board of Trustees for approval in December.

He noted that Fulbright Scholar Dr. Eom is completing his one year assignment at LWIT, and Senator McAuliffe will be holding a reception for him at her home on June 10.

As Board liaison on the Strategic Planning Committee, Trustee Jones suggested that input be solicited from Trustees about the strategic plan draft at the September retreat.

Board Showcase Presentation: Dr. Ruby Hayden gave an update on the draft of the Year One Self-Evaluation Report for the NWCCU. She noted that Recommendations 1 and 2 are being addressed and that the core theme language is being modified. The committee will continue to work on the report during the summer.

She reminded the group that LWIT Commencement is being held on Friday, June 15, at the Lynnwood Convention Center. Sheila Walton is coordinating details.

College Council Report: Council Chair Susan Aaron Moller summarized her written report, which was included in the Board packet. There were no questions from the Board.
Appendix C: Board of Trustees Documentation

Minutes for June 4, 2012 (continued)

ASG Report: Shalliah Swinney, ASG Vice President, gave a summary of recent ASG activities, and a copy of that report was included in the Board packet. There were no questions from the Board.

Finance Report: VPA Bill Thomas reviewed the April financial summary. He answered questions from the Trustees about the funding of International Programs. He noted that the full fiscal year report will be available at the September Board meeting.

Executive Staff Reports:
  - College Advancement: A report from Executive Director Terry Byington was submitted with the Board packet. There were no questions from the Board.
  - Global Programs & Partnerships: A report from Executive Director Myung Park was submitted with the Board packet. There were no questions from the Board.
  - Information Technology: A report from Chief Information Officer Mike Potter was submitted with the Board packet. There were no questions from the Board.
  - Instruction and Student Services: A report from VP Dennis Long was submitted with the Board packet. There were no questions from the Board.
  - Strategic Planning: A report from Special Assistant to the President Andrea Olson was submitted with the Board packet. There were no questions from the Board.

Faculty Representative Report: Nolan Koreski noted that the faculty is encouraged with the process for hiring the VPAA and is pleased with the transfer of eLearning to Instruction. He added that his term as President of the Faculty Union is ending, and a new president will be elected for the coming year.

Classified Staff Report: Annie Davis was unavailable to present her report.

Action Items:
Item 839 – Election of Board Officers for 2012-2013:
Motion was made by Trustee Chae to nominate Bruce J. Reid as Chair of the Board for a second year beginning October 1, 2012. The motion was seconded by Trustee Jones, and the motion was unanimously approved.

Motion was made by Trustee Chae to nominate Darrell Mitsunaga as Vice Chair of the Board for a second year beginning October 1, 2012. The motion was seconded by Trustee Jones, and the motion was unanimously approved.

Item 842 – Reserve Balances & Guidelines:
Motion was made by Trustee Chae and seconded by Trustee Mitsunaga, to approve Action Item 842. The motion was unanimously approved.

Item 843 – Tuition & Fees Schedule:
Motion was made by Trustee Jones and seconded by Trustee Chae to approve Action Item 843. The motion was unanimously approved.

Item 844 – Operating & Capital Budgets Fiscal Year 2012-2013:
Motion was made by Trustee Jones and seconded by Trustee Mitsunaga to approve Action Item 844. The motion was unanimously approved.
Appendix C: Board of Trustees Documentation

Minutes for June 4, 2012 (continued)

LWIT Board of Trustees
Meeting Minutes – June 4, 2012
Page 4

Item 845 – Collective Bargaining Agreement Local 763:
Motion was made by Trustee Jones and seconded by Trustee Mitsunaga to approve Action Item 845. The motion was unanimously approved.

Executive Session: Chair Reid called the meeting into Executive Session at 7:18 pm to evaluate the performance of a public employee.

Regular Session Resumed: Regular Session resumed at 8:18 pm and Chair Reid noted that no action was taken during Executive Session.

Chair Reid noted that a Special Session of the Board of Trustees would be scheduled for later in the month. He requested that a special action item be added to the next Board of Trustees meeting agenda, which would read “Extend President’s contract for one year to 2015.” He added that at least 24-hour notice would be made of the Special meeting, but 5 days, if possible.

Adjournment: As there was no further business to discuss, Chair Reid adjourned the meeting at 8:20 pm.

Respectfully submitted,

[Signature]

Debbie Almstedt
Executive Assistant to the President
## Appendix C: Board of Trustees Documentation

### Agenda for September 10, 2012

**LAKE WASHINGTON INSTITUTE OF TECHNOLOGY**  
Redmond Campus  
6505 176th Avenue NE  
Redmond, WA 98052

**Board of Trustees Meeting**  
Monday, September 10, 2012

Board Retreat: 8:30 am – 4:30 pm  
Regular Meeting: 5:00 pm – 6:30 pm

### AGENDA

<table>
<thead>
<tr>
<th>Board of Trustees Meeting 5:00 – 6:30 p.m.</th>
<th>Name</th>
<th>Attachmrt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll Call</td>
<td>Mr. Bruce J. Reid</td>
<td></td>
</tr>
<tr>
<td>Introduction of Guests &amp; New Employees</td>
<td>Mr. Dennis B. Long</td>
<td></td>
</tr>
<tr>
<td>Approval of Agenda</td>
<td>September 10, 2012</td>
<td></td>
</tr>
<tr>
<td>Approval of Minutes</td>
<td>June 4, 2012</td>
<td>Mr. Bruce J. Reid</td>
</tr>
<tr>
<td></td>
<td>June 20, 2012 (Special Meeting)</td>
<td></td>
</tr>
<tr>
<td>Public Comments</td>
<td>Individuals may sign in for public comment limited to 3 minutes each</td>
<td>Mr. Bruce J. Reid</td>
</tr>
<tr>
<td>Correspondence</td>
<td>MOIF’s</td>
<td>Mr. Dennis B. Long</td>
</tr>
</tbody>
</table>

**Reports from/to the Board**

| Board Chair’s Report | Mr. Bruce J. Reid |
|======================|-------------------|
| President’s Report   | Mr. Dennis B. Long, Ms. Andrea Olson, Dr. Ruby Hayden |
|                      | Strategic Planning Update |
|                      | Year One Self-Evaluation Report |
| ASG Report           | Ms. Shailah Swinney |
| Financial Report     | Mr. Bill Thomas |

**Executive Staff Reports**

<table>
<thead>
<tr>
<th>Academic Affairs</th>
<th>Dr. Kathy Curphy</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Advancement</td>
<td>Ms. Terry Byington</td>
</tr>
<tr>
<td>College Council</td>
<td>Ms. Susan Aaron Moller</td>
</tr>
<tr>
<td>Foundation/Development</td>
<td>Ms. Laurie Austin</td>
</tr>
<tr>
<td>Global Programs &amp; Partnerships</td>
<td>Ms. Myung Park</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Mr. Greg Roberts</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Mr. Mike Potter</td>
</tr>
<tr>
<td>Student Services</td>
<td>Mr. Dennis B. Long</td>
</tr>
</tbody>
</table>

**Faculty Representative Report**  
Mr. Michael Richmond

**Classified Staff Report**  
Ms. Patricia DiCristo

---

1 Public comment is limited to matters which are not of a quasi-judicial nature. No more than six speakers may address the Board on any one subject. If there are both proponents and opponents of a matter who wish to speak, only the first three persons speaking in favor of the matter and the first three persons speaking in opposition of the matter may address the Board.
Appendix C: Board of Trustees Documentation

Agenda for September 10, 2012 (continued)

<table>
<thead>
<tr>
<th>Action Items</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item 8418</strong></td>
<td>NWCCU Year One Self-Evaluation Report</td>
<td>Mr. Bruce J. Reid</td>
<td>F</td>
</tr>
<tr>
<td>231-A-09-10-12</td>
<td>Request for Approval</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Executive Session:**

The Board of Trustees may convene to an Executive Session to discuss matters covered under RCW 42.30.110, which may include:

1. To evaluate the performance of a public employee(s)
2. To discuss with legal counsel representing the agency litigation matters
3. To discuss and consider real estate acquisition
4. To plan or adopt the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or review the proposals made in the negotiations or proceedings while in progress.

Action from the Executive Session may be taken in Regular Session, if necessary, as a result of items discussed in the Executive Session.

<table>
<thead>
<tr>
<th>Action Items</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Discussed in Executive Session)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Adjournment | Mr. Bruce J. Reid | | |

Lake Washington Institute of Technology will schedule meetings in locations that are free of mobility barriers, and interpreters for deaf individuals and Braille or taped information for blind individuals can be provided when adequate notice is given to the Office of the President, 425.739.8300.
Appendix D: Program Specific Accreditations

High School Programs

NORTHWEST ACCREDITATION COMMISSION
WASHINGTON STATE ACCREDITATION COMMITTEE
"...advancing excellence in education through the process of accreditation"
1021 8th Avenue SE * Olympia, Washington 98501-1500
Phone: 800.562.6100 or 360.357.7951   FAX: 360.357.7966

June 27, 2012

Kim Infinger, Principal
Lake Washington Technical Academy
11605 132nd Avenue NE
Kirkland, WA 98034

Dear Kim:

The Washington State Committee of the Northwest Accreditation Commission met on June 6, 2012, and accepted the recommendation of consultant Ernie Olson that your school be granted full accreditation for the next six years.

Please accept the enclosed certificate on behalf of the Northwest Accreditation Commission for successful completion of your School Improvement Plan/Visit (SIP).

I truly appreciate your hard work and dedication to the accreditation process and I wish you continued success over the next six years.

Sincerely,

Joe Pope
Washington State Committee
State Director

JP/skc
Enclosure

cc: Ernie Olson
Appendix D: Program Specific Accreditations

Funeral Services Education

---

American Board of Funeral Service Education

3414 Ashland Avenue, Suite G
St. Joseph, MO 64506

Phone: (816) 233-3747
Fax: (816) 233-3795

Gretchen L. Warner, Ph.D.
Executive Director

May 3, 2012

Dr. David Woodall, President
Lake Washington Institute of Technology
11605 132nd Avenue NE
Kirkland WA 98034-8506

Dear Dr. Woodall:

The Committee on Accreditation (COA) of the American Board of Funeral Service Education at its April 18-19, 2012 meeting in Atlanta, Georgia reviewed the Self-Study for Initial Accreditation, the ABFSE Evaluation Team Report for Initial Accreditation and Lake Washington’s response to concerns addressed in that evaluation. Based on their review and discussions, the COA voted to remove Lake Washington Institute of Technology, Funeral Service Education Program from Candidacy status, accept the response to the initial accreditation evaluation and grant the Funeral Service Education Program at Lake Washington Institute of Technology Initial Accreditation for a period of 3 years without stipulations.

Congratulations.

Sincerely,

Gretchen L. Warner, Ph.D.
Executive Director

cc: Erin Wilcox, Program Director
cc: B. Steven Spann, COA Chair
    Jason Altieri, Past COA Chair
Appendix D: Program Specific Accreditations

Dental Hygiene

August 29, 2012

Dr. David Woodall
Interim President
Lake Washington Institute of Technology
11605 132nd Avenue, N.E.
Kirkland, WA 98034

Ref: Dental Hygiene Program

Dear President Woodall:

At its August 9, 2012 meeting, the Commission on Dental Accreditation (CODA) considered the progress report on the dental hygiene sponsored by the Lake Washington Institute of Technology.

Following careful review of the information provided, the Commission determined that the recommendations cited in the February 2, 2012 site visit report have been met and adopted a resolution to change the program’s accreditation status to “approval without reporting requirements.” The definitions of accreditation classifications will be sent electronically with the e-mail copy of this letter. No additional information is requested at this time from the program. The next site visit for the program is scheduled for 2018.

In taking this action, the Commission stipulated that it will expect the institution to keep the Commission informed as soon as possible of anticipated major changes in any approved educational program offered, particularly in the areas of administration, faculty, facilities, enrollment and curriculum. The Commission’s policy and guidelines for reporting program changes will be sent electronically.

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission may include that information as indicated in italics below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

The program in dental hygiene is accredited by the Commission on Dental Accreditation [and has been granted the accreditation status of “approval without reporting requirements”]. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission’s web address is: http://www.ada.org/100.aspx.
Appendix D: Program Specific Accreditations

Dental Hygiene (continued)

President Woodall
August 29, 2012
Page 2

If this office can be of any assistance to you or members of your staff, please contact me at 1-800-621-8099, extension 2695 or by e-mail, at renfrowp@ada.org

Sincerely,

Patrice Renfrow
Patrice Renfrow, RDH, BS
Manager, Dental Hygiene Education
Interim Manager, Dental Assisting and Dental Laboratory Technology Education
Commission on Dental Accreditation

PR/ap

Enclosures sent via e-mail:
CODA Accreditation Status Definitions
Reporting Program Changes in Accredited Programs
Electronic Submission Guidelines for General Correspondence

Link to Evaluation and Operational Policies and Procedures
http://www.ada.org/314.aspx

Link to Accreditation Standards for Dental Hygiene Education Programs
http://www.ada.org/115.aspx

cc: Ms. Maria Macedo, dean, Allied Health
Ms. Monta Frost, program director, Dental Hygiene
Dr. Steven Tonelli, chair, Commission on Dental Accreditation (CODA)
Dr. Anthony Ziebert, senior vice-president, Education and Professional Affairs, American Dental Association; interim director, CODA
Appendix E: Student FTE Report

Lake Washington Institute of Technology
2011-12 FTE Final Report, July 1, 2012

Presented below are reports reflecting the status of the annualized FTE’s (AFTE), by LWTC as of July 1, 2012. All FTE’s are calculated to reflect the institutional effort and production using a common value and does not reflect the different values used to report to the SBCTC and OSPI for the respective production funding.

State AFTE Production by Quarter to Date

<table>
<thead>
<tr>
<th>Annualized FTE</th>
<th>Summer Final</th>
<th>Fall Final</th>
<th>Winter Final</th>
<th>Spring Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011 Final</td>
<td>574.04</td>
<td>1104.29</td>
<td>1054.11</td>
<td>1014.89</td>
</tr>
<tr>
<td>2010-2011 To Date</td>
<td>574.04</td>
<td>1104.29</td>
<td>1054.11</td>
<td>1014.89</td>
</tr>
<tr>
<td>2011-2012 To Date</td>
<td>493.21</td>
<td>945.88</td>
<td>977.27</td>
<td>872.57</td>
</tr>
</tbody>
</table>

Above is the current production of SBCTC funded FTE’s as of July 1, 2012 compared to the same benchmark date last year and total quarterly production.

State AFTE Production

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE’s to Date</td>
<td>2861.64</td>
<td>2798.97</td>
<td>3069.88</td>
<td>3735.77</td>
<td>3745.44</td>
<td>3288.93</td>
</tr>
<tr>
<td>Total AFTE</td>
<td>2836.17</td>
<td>2798.97</td>
<td>3098.33</td>
<td>3736.97</td>
<td>3747.33</td>
<td>3288.93</td>
</tr>
<tr>
<td>Allocation</td>
<td>270</td>
<td>2856</td>
<td>2944</td>
<td>2975</td>
<td>3122</td>
<td>3066</td>
</tr>
<tr>
<td>% of Allocation</td>
<td>96.8%</td>
<td>98.0%</td>
<td>105.2%</td>
<td>125.6%</td>
<td>120.03%</td>
<td>107.27%</td>
</tr>
</tbody>
</table>

Above is the data and representation of the current production of State FTE’s, all quarters, (1) as of this benchmark date each year, (2) total FTE each year, (3) the current SBCTC funded allocation, and (4) the % of allocation all FTE’s have totaled to date.
Appendix E: Student FTE Report (continued)

Lake Washington Institute of Technology
2011-12 FTE Report, July 1, 2012

High School Enrollments

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>149.11</td>
<td>151.38</td>
<td>160.18</td>
<td>149.33</td>
<td>141.11</td>
<td>140.52</td>
</tr>
<tr>
<td>Winter</td>
<td>134.06</td>
<td>135</td>
<td>147.34</td>
<td>149.6</td>
<td>136.69</td>
<td>139.07</td>
</tr>
<tr>
<td>Spring</td>
<td>122.35</td>
<td>133.17</td>
<td>146.63</td>
<td>141.89</td>
<td>139.68</td>
<td>135.46</td>
</tr>
<tr>
<td>Total AFTE</td>
<td>432.21</td>
<td>435.7</td>
<td>480.28</td>
<td>465.82</td>
<td>420.7</td>
<td>419.98</td>
</tr>
</tbody>
</table>

Above is the AFTE value of the High School enrollments by quarter and total by year. These FTE’s are calculated differently for reporting purposes to the Office of the Superintendent of Public Instruction.

International F&M Visa AFTE all Funds

<table>
<thead>
<tr>
<th>Quarter</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>24.83</td>
<td>34.35</td>
<td>31.9</td>
</tr>
<tr>
<td>Fall</td>
<td>31.9</td>
<td>26.73</td>
<td>28.4</td>
</tr>
<tr>
<td>Winter</td>
<td>32.63</td>
<td>28.71</td>
<td>30.01</td>
</tr>
<tr>
<td>Spring</td>
<td>123.51</td>
<td>101.39</td>
<td>106.45</td>
</tr>
</tbody>
</table>

Above is the AFTE value of the International student enrollment for M & F visas, contract and state supported enrollments. Contract enrollments are not counted in state supported FTE’s. Non credit International programs are not counted as enrollments for either contract or state reporting.

Prepared by: Danasi R. Long
July 1, 2012
Appendix F: Recommendation One

Campus Survey

Survey Questions:

1. The recent accreditation visit noted “international students are not being served justly through the current placement … with Core Theme Three.” Under which core theme should international students be placed?
   a. Pathways
   b. Student Achievement
   c. External Engagement
   d. College Community

2. Why did you select this core theme? ________________________________

3. The recent accreditation visit noted “international students are not being served justly through the current placement … within the organizational structure.” Under which division should the international department be placed?
   a. Administrative Services
   b. College Advancement
   c. Global and Extended Learning
   d. Human Resources
   e. Information Technology
   f. Instruction
   g. Student Services
   h. Other (please describe): ________________

4. Why did you select this department? ________________________________

5. In your opinion, what value do international students bring to LWIT? ________

6. How should the college measure success in the international department (please check all that apply):
   a. Number of enrolled international students
   b. Number of agreements with out of country colleges
   c. Persistence/Retention/Graduation of international students
   d. Quarterly GPA of international students
   e. Number of international students involved in campus activities
   f. Other (please describe): ________________
Appendix F: Recommendation One

Theme Analysis

**Recommendation One: Survey Results and Theme Analysis**

Between March 15, 2012 and April 6, 2012 the college distributed a short survey directly related to the feedback from the Fall 2011 accreditation visit. Specifically the survey addressed the following quotes:

*Recommendation One:* While the program for international students has the potential to enrich the diversity and culture of the college, the evaluation committee recommends further deliberation on the placement of the program within the core themes in terms of effectively supporting student success through assessment and improvement of student achievement and student services. (2.D.1, 2.D.3, 3.A.1, 3.B.1, 4.A.4, 4.A.5, 5.B.1)

*Standard 2 in-text quote:* By design LWIT’s Student Support Resources supports and enhances student success consistent with its mission at both campuses for most students. Specifically, the team noted that international students are not being served justly through the current placement of international students within the organizational structure and with Core Theme Three. By not being included with student services, international students, for example, are not fully informed of program requirements or job placement limitations in a coordinated, timely manner. Consistent with the nature of college programs and methods of delivery, the institution should create an effective, fully integrated learning environment with appropriate programs and services that support learning needs of all students—domestic and international (2.D.1, 2.D.3).

*Standard 3/4 in-text quote:* In fact, concern was expressed that using international student enrollment as a measure for this core theme, rather than including that enrollment within the Student Achievement Core Theme puts international students in the position of being considered income generators rather than part of the general student body.

Eighty-eight college employees completed the survey. Both quantitative and qualitative data are summarized below. Several qualitative responses only used words like “because” or “seems like the right choice.” Such data did not aid in interpretation and is omitted below. Many qualitative responses contained multiple themes and issues; these were separated and included in as many categories as pertinent. Given the two issues stated above, theme counts may not always equal the exact number of responses.
Appendix F: Recommendation One

Theme Analysis (continued)

**Question One**
The recent accreditation visit noted “international students are not being served justly through the current placement ... with Core Theme Three.” Under which core theme should international students be placed?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways</td>
<td>21</td>
<td>24%</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>33</td>
<td>38%</td>
</tr>
<tr>
<td>External Engagement</td>
<td>15</td>
<td>17%</td>
</tr>
<tr>
<td>College Community</td>
<td>19</td>
<td>22%</td>
</tr>
</tbody>
</table>

**Question Two**
Why did you select this core theme? (80 Responses)

<table>
<thead>
<tr>
<th>Theme</th>
<th>SubThemes</th>
<th>Response Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways</td>
<td>The college provides multiple entry points to international students.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The college provides multiple exit points to international students.</td>
<td>2</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>The program helps students achieve the goals they came with</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>The program should address student success.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Treat international students the same as all other students in terms of measuring success.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Students need to be correctly placed.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The college should help them graduate.</td>
<td>4</td>
</tr>
<tr>
<td>External Engagement</td>
<td>The program works with partners off campus and globally.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>The program collects revenue.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>The program recruits globally.</td>
<td>2</td>
</tr>
<tr>
<td>College Community</td>
<td>Currently the program is too isolated.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>The program should be integrated into the college community.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>International students should be part of the college community just like all other students.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>International students bring Diversity.</td>
<td>6</td>
</tr>
<tr>
<td>All Core Themes</td>
<td>Just like other students, international students should cross all the core themes.</td>
<td>6</td>
</tr>
</tbody>
</table>

*Note: Seven comments included statements about not wanting to treat international students like dollar signs. Consistent views (17) that the office is currently separate from everything else. Also, 32 comments that international students should be treated like any other students in the core themes.*
Appendix F: Recommendation One

Theme Analysis (continued)

**Question Three**
The recent accreditation visit noted “International students are not being served justly through the current placement... within the organizational structure.” Under which division should the international department be placed?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Services</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>College Advancement</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Global and Extended Learning</td>
<td>16</td>
<td>18%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Instruction</td>
<td>29</td>
<td>33%</td>
</tr>
<tr>
<td>Student Services</td>
<td>30</td>
<td>34%</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>13</td>
<td>15%</td>
</tr>
</tbody>
</table>

Themes from “other:”

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub Themes</th>
<th>Response Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Departmental Connections</td>
<td>Multiple college departments need to work together to adequately support international students.</td>
<td>8</td>
</tr>
<tr>
<td>Communication Concerns</td>
<td>Question about current reporting structure</td>
<td>1</td>
</tr>
<tr>
<td>Specific Areas</td>
<td>1 suggestion for Basic Skills, 1 suggestion for advising</td>
<td>2</td>
</tr>
</tbody>
</table>
### Appendix F: Recommendation One

#### Theme Analysis (continued)

**Question Four**

*Why did you select this department? (83 Responses)*

<table>
<thead>
<tr>
<th>Theme</th>
<th>SubThemes</th>
<th>Response Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Issues</td>
<td>ESL should be the purpose of the program with corresponding instructional connections.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The business of the college is instruction.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Students come here for instruction and to learn.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>International programs office does not follow set curriculum process.</td>
<td>4</td>
</tr>
<tr>
<td>Integrating Students</td>
<td>All students should go through the same processes and receive the same services together.</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>International Programs Office should align with existing services.</td>
<td>7</td>
</tr>
<tr>
<td>Student Success</td>
<td>International Student have unique needs and should have appropriate unique services.</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Regardless of alignment the focus needs to be student success.</td>
<td>6</td>
</tr>
<tr>
<td>Cross-Department Support</td>
<td>International Programs Office needs support from Student Services.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>International Programs Office needs support from Instruction.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The college should engage is broad cross-departmental support to meet international student needs.</td>
<td>8</td>
</tr>
<tr>
<td>Global Connections</td>
<td>Recruitment of international student takes an international presence beyond the scope of existing services.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>In general the college needs an office dedicated to global connections.</td>
<td>4</td>
</tr>
<tr>
<td>Communication Concerns</td>
<td>College community knowledge about the international program office alignment and activities is unknown or unclear.</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: Two comments included statements about not wanting to treat international students like dollar signs. 36 total comments related to cross functional support/treating students like all other students.*
### Theme Analysis (continued)

**Question Five**

In your opinion, what value do international students bring to LWIT? (85 Responses)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub Themes</th>
<th>Response Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Preparing students for a diverse workforce.</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>General diversity comments.</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>International students bring a diversity of perspective and background to the classroom environment.</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Exposing international students to American students, classes, and staff/faculty gives the international students a diverse experience.</td>
<td>3</td>
</tr>
<tr>
<td>Money</td>
<td>International students bring additional revenue to the college.</td>
<td>32</td>
</tr>
<tr>
<td>Reputation</td>
<td>Strong international programs improve the college reputation and promotes the college name.</td>
<td>4</td>
</tr>
<tr>
<td>Communication and Other Concerns</td>
<td>Questions about budget and revenue process in international programs.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Staff and Faculty at LWIT need training to work with diverse international students.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>The college should take care of domestic students first.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Concern that the college only recruits from China.</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix F: Recommendation One

Theme Analysis (continued)

Question Six

How should the college measure success in the international department (please check all that apply):

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of enrolled international students</td>
<td>47</td>
<td>52%</td>
</tr>
<tr>
<td>Number of agreements with out of country colleges</td>
<td>13</td>
<td>14%</td>
</tr>
<tr>
<td>Persistence/Retention/Graduation of international students</td>
<td>71</td>
<td>79%</td>
</tr>
<tr>
<td>Quarterly GPA of international students</td>
<td>32</td>
<td>36%</td>
</tr>
<tr>
<td>Number of international students involved in campus activities</td>
<td>40</td>
<td>44%</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>28</td>
<td>31%</td>
</tr>
</tbody>
</table>

Themes from "other:"

<table>
<thead>
<tr>
<th>Theme</th>
<th>SubThemes</th>
<th>Response Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as Other Students</td>
<td>Follow the same data points as all other students like graduation, retention, student satisfaction.</td>
<td>11</td>
</tr>
<tr>
<td>Revenue</td>
<td>Demonstration that international Program Office generates revenue for the college.</td>
<td>6</td>
</tr>
<tr>
<td>Goals</td>
<td>First define goals of the program, then measure.</td>
<td>3</td>
</tr>
<tr>
<td>Staffing</td>
<td>Measure the cultural competency of staff/faculty/students involved with the program.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Employee turnover.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Staff/Faculty satisfaction with program.</td>
<td>1</td>
</tr>
<tr>
<td>Communication Concerns</td>
<td>Need clarification of how International Programs Office follows the process for contracts and laws regarding international students.</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix F: Recommendation One

Taskforce Notes

Recommendation One Small Group Action Plan Discussion from 4.19.12

AM Attendees: Ruby Hayden, Myung Park, Pat McPherson, Christian Bruin, Molly Verschuyl, Sally Hestdett, Li Lowry
PM Attendees: Ruby Hayden, Myung Park, Michael Richmond, Li Lowry

General Notes from Discussion:
1. Think of it like a pipeline, international students should be in the same pipeline as domestic students and IPO is one of many supports.
2. Missing links between IPO/SS/Instruction – a team is needed
3. How do we share with the BOT how we work with students to help them sift their view of international students from a business model to an educational model
4. Pattern/History of holding the information and not having open listening
5. The perception is that the mission of IPO is to bring money into the college — Communication may help this perception
6. Conversation needs to be about relationships not money
7. Data/numbers show a mixed spread as to where to place IPO under core themes and structurally
8. Mission of the IPO will impact all of this work
9. Why is the President and BOT pulling from reserve money to support IPO and also saying that IPO brings in revenue – very confusing
10. All programs must cross all core themes
11. Perception of how it looks to have it said IPO brings in money and then ask for money during budget process
12. How do we talk to the campus about how IPO helps domestic students prepare for jobs
13. Cross line of instruction and contract training
14. How do we work with the BOT and president to talk about this
15. MISCOMMUNICATION
16. Goal statement not on website
17. IPO mission is really give global opportunities to domestic and international students.
18. IPO staff should share what they believe about international students
19. The President needs to talk about how international students connect with the mission of the college.
20. Need clarification about how the revenue is used.
21. Make sure faculty are not changing curriculum or expectations: students must be placed correctly
22. Make sure there is a check and balance and address misplacement by reviewing cut scores, maybe send it to a committee.
23. Cultural integration or competence as an assessment other colleges have this
24. Keep measurements the same for all students; analysis may be needed to see if a special measurement is needed specifically for international students
25. Use FAST system
26. Early English
27. Concern that there is not enough resources to do the same level of work with a larger number of students if this plan takes off and brings in more students (specific reference to 2D1, 2D3).
28. How do we make sure we can measure each of these issues, set up a timeline for completion, specifically address each standard listed in the Recommendation.
Appendix F: Recommendation One

Taskforce Notes (continued)

Criteria for Action Plan:
1. Does it build on something we already have?
2. Does it enhance collaboration/co-valuing in a multidirectional way?
3. Are there timeline/progression issues?
4. Is this an action that supports collaboration?
5. Is it sellable?
6. Does it need other foundational work first?
7. Is it doable?
8. Is it affordable?
9. Is it in line with the mission of the college?
10. Does it have a positive impact of students, faculty, and staff?

Action Plan Top Recommendations:
1. Above all else, the team recommends that first the President and a representative of the Board of Trustees must communicate openly and honestly with the college in a public forum regarding their:
   a. Intellectual/pedagogical support for international programs
   b. Financial support for international programs
   c. View on the purpose of international programs office
   d. View of how international programs and students support the college mission

   All other pieces of the action plan listed below flow from this open communication. The committee believes the ideal timeframe for this action is Spring quarter, 2012.

2. Campus needs to know the goals/vision/work plan of the international programs office; as such it should be posted on the website and use SharePoint as a collaboration tool

3. Direct IEC to include international students across all core themes with embedded outcomes and indicators; request confirmation of this work.

4. Convene a standing committee with representation from international, student services, and instruction to review/collaborate (should include students) on:
   a. New initiatives
   b. New programs
   c. Ensuring all college processes are followed (including student support)
   d. Creation of a timeline for how new activities happen on campus and follow the existing process just like anyone else at the college

5. All instructional issues must progress through the regular channels of CRC, IC, and notification to student services to ensure the same rigor and collaborative support applies. (This may be one charge for the above listed committee)

6. Collaboration Initiatives:
   a. Brown Bag meetings (monthly for a period of 6 mo then move to quarterly or other regular intervals based on assessment of need) that invite input, not just present information
   b. For people who cannot attend in person, ask for feedback by email
   c. Monthly newsletters, that include the information presented and collected at brown bags and by email
   d. Facebook updates
   e. All college update (in person) upon return of each trip at next brown bag
Appendix F: Recommendation One

Taskforce Notes (continued)

7. In person visits with each instructional program (and other campus divisions) with intent to discuss how we collaborate; must be a conversation not just a presentation. Formal program collaborations and initiatives should involve the Dean.
8. Send roster of international students to faculty perhaps with tips on supporting them, IPO contact info, share context about the student as needed (cultural tips and social norms)
9. Keep measurements the same for all students; analysis may be needed to see if a special measurement is needed specifically for international students

Items that did not match the criteria set by the committee:
1. Engage in intercultural talk times between programs on focused topics and guided by a faculty or staff member.
2. From the student side, provide a road map for how things happen on campus by means of:
   a. Peer to peer mentoring (volunteers of paid student ambassadors)
   b. Create a booklet by students and for students that goes over all of this
Appendix F: Recommendation One


Taskforce Membership: Myung Park (international programs administration), Ruby Hayden (student services administration), Pat McPherson (faculty), Molly Verschuy (instructional administration), Michael Richmond (faculty), Christian Bruhn (faculty), Li Lowry (International Programs staff), Sally Helstedt (student services staff), Sharon Zhao (student)

Recommendation One: While the program for international students has the potential to enrich the diversity and culture of the college, the evaluation committee recommends further deliberation on the placement of the program within the core themes in terms of effectively supporting student success through assessment and improvement of student achievement and student services. (2.D.1, 2.D.3, 3.A.1, 3.B.1, 4.A.4, 4.A.5, 5.B.1)

1. Above all else, the team recommends that first the President and a representative of the Board of Trustees must communicate openly and honestly with the college in a public forum regarding their:
   1. Intellectual/pedagogical support for international programs
   2. Financial support for international programs
   3. View on the purpose of international programs office
   4. View of how international programs support the college mission

   All other pieces of the action plan listed below flow from this open communication. The committee believes the ideal timeframe for this action is Spring quarter, 2012.

<table>
<thead>
<tr>
<th>Recommendation One Concern</th>
<th>Survey Questions</th>
<th>Strongest Themes from Survey</th>
<th>Related Standard(s)</th>
<th>Recommended Strategy</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2 in-text quote:</td>
<td>By design</td>
<td>LWIT’s Student Support</td>
<td>3.B.1 Planning for</td>
<td>Direct IEC to</td>
<td>Spring 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resources supports and</td>
<td>each core theme is</td>
<td>include international</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>enhances student success</td>
<td>consistent with the</td>
<td>students with</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>consistent with its mission</td>
<td>institution’s</td>
<td>embedded outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>at both campuses for most</td>
<td>comprehensive plan</td>
<td>and indicators,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>students. Specifcally, the</td>
<td>and guides the</td>
<td>request confirmation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>team noted that international</td>
<td>selection of</td>
<td>of this work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>students are not being</td>
<td>programs and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>served justly through the</td>
<td>services to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>current placement of</td>
<td>ensure they are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>international students ...</td>
<td>aligned with and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>with Core Theme Three. Under</td>
<td>contribute to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>which core theme should</td>
<td>accomplishment of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>international students be</td>
<td>the core theme’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>placed?</td>
<td>objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Why did you select this</td>
<td>The institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>core theme?</td>
<td>engages in ongoing,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>purposeful,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>systematic,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>integrated, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>comprehensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>planning that leads</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>to fulfillment of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>its mission. Its</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>plans are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>implemented and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>made available to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>constiuencies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Recommendation One: Action Plan (continued)

<table>
<thead>
<tr>
<th>Recommendation One Concern</th>
<th>Survey Questions</th>
<th>Strongest Themes from Survey</th>
<th>Related Standard(s)</th>
<th>Recommended Strategy</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Although Student Services and Instruction held a margin, qualitative data suggest the campus largely believes international students would most benefit from cross-departmental support and integrating their experience into the existing campus structures.</td>
<td>2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.</td>
<td>All instructional issues must progress through the regular channels of CRC, IC, and notification to student services to ensure the same rigor and collaborative support applies. (this may be one charge for the above listed committee)</td>
<td>ASAP - with respect to workload for impacted committees</td>
</tr>
<tr>
<td>3. The recent accreditation visit noted “international students are not being served justly through the current placement of international students within the organizational structure.” By not being included with student services, international students, for example, are not fully informed of program requirements or job placement limitations in a coordinated, timely manner. Consistent with the nature of college programs and methods of delivery, the institution should create an effective, fully integrated learning environment with appropriate programs and services that support learning needs of all students—domestic and international (2.D.1, 2.D.3).</td>
<td></td>
<td>2.D.2 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It intends students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.</td>
<td>In person visits with each instructional program (and other campus divisions) with intent to discuss how we collaborate, must be a conversation not just a presentation. Formal collaboration and initiatives must involve the dean.</td>
<td>2012-13 Academic year</td>
<td></td>
</tr>
<tr>
<td>4. Why did you select this department?</td>
<td></td>
<td>2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It intends students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.</td>
<td>Send roster of international students to faculty perhaps with tips on supporting them, IPO contact info, share context about the student as needed (cultural tips and social norms)</td>
<td>2012-13 Academic year</td>
<td></td>
</tr>
</tbody>
</table>

#### Table Notes:
- **Answer Options**: Global and Extended Learning, Instruction, Student Services, Other (please describe)
- **Number**: 15, 29, 30, 13
- **Percent**: 15%, 33%, 34%, 25%

**Standard 2 in-text quote**: By design LWIT’s Student Support Resources supports and enhances student success consistent with its mission at both campuses for most students. Specifically, the team noted that international students are not being served justly through the current placement of international students within the organizational structure. ... By not being included with student services, international students, for example, are not fully informed of program requirements or job placement limitations in a coordinated, timely manner. Consistent with the nature of college programs and methods of delivery, the institution should create an effective, fully integrated learning environment with appropriate programs and services that support learning needs of all students—domestic and international (2.D.1, 2.D.3).
### Recommendation One: Action Plan (continued)

<table>
<thead>
<tr>
<th>Recommendation One Concern</th>
<th>Survey Questions</th>
<th>Strongest Themes from Survey</th>
<th>Related Standard(s)</th>
<th>Recommended Strategy</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 5. In your opinion, what value do international students bring to LWT? | | While the vast majority of respondents stated diversity, a large number also indicate these students bring revenue to the college. A running sub-theme from all questions is a desire to NOT treat international students as just dollar signs. | 4. A. 4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives. 4. A. 5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered. | In addition to the committee identified above: Collaboration Initiatives:  
1. Brown Bag meetings (monthly for a period of 6 months, move to quarterly or other regular interval based on assessment of need) that invite input, not just present information  
2. For people who cannot attend in person, ask for feedback by email  
3. Monthly newsletters, that include the information presented and collected at brown bags and by email  
4. Facebook updates  
5. All college update (in person) upon return of each trip at the next brown bag session | Begin in Spring 2012 and keep as ongoing activities |
| 6. How should the college measure success in the international department (please check all that apply): | Persistence Retention. Graduation of students was the most popular choice and qualitative data suggests the campus wants to measure the success of international students just like all other students. | 5 B. 1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. | Campus needs to know the goals/mission work plan of the international programs officer, as such it should be posted on the website and use SharePoint as a collaboration tool. | Spring 2012 |
| | | | Keep measurements the same for all students; analysis may be needed to see if a special measurement is needed specifically for international students. | Spring 2012 |
Appendix G: Recommendation Two

Task Force Notes

Jul 26, 2012-Committee draft

Pathways:

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The pathways provided are relevant and allow for students to upgrade their skills, transition into new careers, or further their education are relevant to the college mission. – DOUG – wordsmith: add in ‘relevant’

Outcomes:

1. LWIT is accessible to the community via multiple entrance points
   a. At least one class is identified that the following classes exist: ABE, ESL, high school, pre-college/developmental education, intensive English for international students, GED, academic core
   b. Double check with SEM targets = they exist in the % established by SEM
2. LWIT has multiple educational pathways
   a. Count of degrees, certificates, and non-degree options
   b. Count of options for progression between certificate and degree
3. LWIT provides relevant pathways for students to upgrade their skills
4. LWIT provides relevant pathways for students to transition into new careers
5. LWIT provides relevant pathways for students further their education

Indicators

Chris & William
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 8, 2012 Committee drafts

Pathways:

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The pathways provided are relevant and allow for students to upgrade their skills, transition into new careers, or further their education are relevant to the college mission. – DOUG – wordsmith: add in ‘relevant’

Outcomes:

1. The college identifies all entrance points
   a. Entrance points are available quarterly
   b. Entrance points available match in coming skills of students
   c. Entrance points match college strategic planning
      1. LWIT is accessible to the community via multiple entrance points
         a. At least one class is identified that the following classes exist: ABE, ESL, high school, pre-college/developmental education, intensive English for international students, GED, academic core
         b. D. LWIT plans the enrollement based on entry points (SEM) Double check with SEM targets – they exist in the SEM established by SEM
      2. LWIT has multiple educational pathways
         a. Count of degrees, certificates, and non-degree options
         b. Count of options for progression between certificate and degree
      3. LWIT provides relevant pathways for students to upgrade their skills
      4. LWIT provides relevant pathways for students to transition into new careers
      5. LWIT provides relevant pathways for students further their education

Indicators

1a. LWIT advertises entrance points (printed and online class schedule)

1b. Placement test results indicate students place into ESL-college level courses (results of compass placements, CASAS, PLA and transfer credit awarded)

1c. Strategic plan includes multiple entry points

1db. LWIT sets enrollment targets for course divisions and stays within the target ranges (SEM program mix)
Appendix G: Recommendation Two

Task Force Notes (continued)

<table>
<thead>
<tr>
<th>by survey questions pertaining to supportive environment.</th>
<th>College wide training is tracked by HR, managers develop/revise development plans with staff and faculty (FT?) annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.b.ii. Support of Faculty and staff is indicated by participation and opportunities for staff development.</td>
<td>Survey to be identified</td>
</tr>
<tr>
<td>2.c.i. Engagement of faculty and staff is indicated by Faculty and staff survey questions pertaining to engagement.</td>
<td>As measured by attendance at meetings divided by the number of faculty and staff.</td>
</tr>
<tr>
<td>2.c.ii. Engagement of faculty and staff is indicated by % of faculty and staff actively participating in college committee structure.</td>
<td></td>
</tr>
</tbody>
</table>

Rationale:
The original core theme language had many elements included that were not readily measureable nor did they clearly relate back to the college mission. The feedback from the accreditation visiting team was that the meaningfulness of the core theme indicators in relation to the thresholds. Under the previous indicators the college was able to meet the thresholds. The current revision of the core theme language for college community focuses specifically on the environment for students, staff and faculty. The indicators will be measured using hard data such as crime statistics, processes in place at the college as well as student, staff and faculty opinion. Thresholds will be established that will inform the college of issues in need of improvement, a process for that improvement and the ability to identify when there has been change and the possible reason.

The measurements for the core themes are still in process. Surveys for students, staff and faculty will either be developed in house or nationally normed surveys will be selected.
Appendix G: Recommendation Two

Task Force Notes (continued)

1. LWIT is a safe, supported, and engaging learning environment for students
   a. Safety is indicated by:
      i. Students survey questions pertaining to safe environment
      ii. Campus crime statistics
      iii. Ongoing relevant committee and/or department meetings, policies & procedures which actively address issues as evidenced by published agendas, minutes
   b. Support and engagement is indicated by:
      i. Student survey questions pertaining to supported environment and engagement
      ii. Breadth and efficacy of student support and engagement activities (checklist of variety of student support activities)

2. LWIT is a safe, supported, and engaging work environment for faculty and staff
   a. Safety is indicated by:
      i. Faculty and staff survey questions pertaining to safe environment
      ii. Campus crime statistics
      iii. Ongoing relevant committee and/or department meetings, policies & procedures which actively address issues as evidenced by published agendas, minutes
   b. Support is indicated by:
      i. Faculty and staff survey questions pertaining to supported environment
      ii. Faculty and staff professional development is happening – numbers
   c. Engagement is indicated by:
      i. Faculty and staff survey questions pertaining to engagement
      ii. % of faculty and staff actively participating in college committee structure as measured by attendance at meetings divided by # of faculty
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 8, 2012-Draft from William Bricken

Pathways:

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The pathways provided are relevant and allow for students to upgrade their skills, transition into new careers, or further their education are relevant to the college mission. – DOUG – wordsmith: add in ‘relevant’

Outcomes:

1. The college identifies all entrance points
   – does recruitment show up here, index level of activity

   a. Entrance points are available quarterly
   b. Entrance points available match in coming skills of students
   c. Entrance points match college strategic planning

   1. LWIT is accessible to the community via multiple entrance points
      a. At least one class is identified that the following classes exist: ABE, ESL, high school, pre-
         college/developmental education, intensive English for international students, GED,
         academic core
      b. a. LWIT plans the enrollment based on entry points (SEM) Double check with SEM
         targets: they exist in the % established by SEM
   2. LWIT has multiple educational pathways
      a. Count of degrees, certificates, and non-degree options
      b. Count of options for progression between certificate and degree
   3. LWIT provides relevant pathways for students to upgrade their skills
   4. LWIT provides relevant pathways for students to transition into new careers
   5. LWIT provides relevant pathways for students further their education

Indicators

1a. LWIT advertises entrance points (printed and online class schedule)
1b. Placement test results indicate students place into ESL-college level courses (results of Compass
    placements, CASAS, PLA and transfer credit awarded)
1c. Strategic plan includes multiple entry points
Appendix G: Recommendation Two

Task Force Notes (continued)

1. LWIT sets enrollment targets for course divisions and stays within the target ranges (SEM program mix)

2. LWIT has AAS, AAS-T, and DTA/MRP’s
   LWIT has certificates
   LWIT....

b. LWIT has programs with certificates that can lead to a degree

3. LWIT has certificates and degrees that upgrade skills (Rivet, AutoCad, other certs designed for industry, cont. ed)

4. Not sure - this may be more about providing programs that are in demand?

5. Not sure but I think LWIT has programs that have technical training and academic skill development

---
I think existence of pathway can be documented by egress, # of HS students, # of applications accepted/rejected
Same for basic skills, delayed
And on the other side, transfer rates, graduation etc.
These are just as much pathway as student success.

---
DOUG
Recruitment
Intake
Program alignment with jobs
Program alignment with external demand
Levels of programming (high school, basic skills, dev ed, college)
Degree and certificate tracks
Financial Aid
Graduation processes
Specialized and overall college accreditations
Transfer
Articulation
Enrollment in pathways

Should financial aid be seen as part of a pathway?
Chris & William
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 16, 2012

Pathways:

Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

Outcomes:

1. LWIT is accessible to the community via multiple entrance points
   a. Every entrance point has a percentage of available courses which supports the enrollment plan set by Strategic Enrollment Management committee
   b. Entrance points available match in-coming skills of students
2. LWIT has multiple educational pathways relevant to the college mission
   a. Count of degrees, certificates, and non-degree options
   b. Count of options for progression between certificate and degree
   c. Are the pipelines free and clear for things to pass through – where are they leaving the system (retention and progression): FINISH THIS INDICATOR
   d. When you leave the pipeline, have you gained something meaningful and relevant to today’s careers and tomorrow’s opportunity: FINISH THIS INDICATOR
3. LWIT provides relevant pathways for students to upgrade their skills, to transition into new careers or to further their education
   a. Indicator for: upgrade their skills
   b. Indicator for: students to transition into new careers
   c. Indicator for: students further their education

Indicators

1a. LWIT advertises entrance points (printed and online class schedule)

1b. Placement test results indicate students place into ESL-college level courses (results of Compass placements, CASAS, PLA and transfer credit awarded)

2. Strategic plan includes multiple entry points

1d.b. LWIT sets enrollment targets for course divisions and stays within the target ranges (SEM program mix)

2.a.

   LWIT has AAS, AAS-T, and DTA/MRP’s
   LWIT has certificates
   LWIT ...

b. LWIT has programs with certificates that can lead to a degree
Appendix G: Recommendation Two

Task Force Notes (continued)

3. LWIT has certificates and degrees that upgrade skills (Rivet, autoCad, other certs designed for industry, cont. ed)

4. Not sure-this may be more about providing programs that are in demand?

5. Not sure but I think LWIT has programs that have technical training and academic skill development

====
I think existence of pathway can be documented by egress. # of HS students, # of applications accepted/rejected
Same for basic skills, dev ed
And on the other side, transfer rates, graduation etc.
These are just as much pathway as student success.

===DOUG
Recruitment
Intake
Program alignment with jobs
Program alignment with external demand
Levels of programming (high school, basic skills, dev ed, college)
Degree and certificate tracks
Financial Aid
Graduation processes
Specialized and overall college accreditations
Transfer
Articulation
Enrollment in pathways

Should financial aid be seen as part of a pathway?
Chris & William
Appendix G: Recommendation Two

Task Force Notes (continued)

Jul 26, 2012-committee edits

Student Achievement

At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.

Outcomes:

1. At LWIT, students gain skills and knowledge to achieve their educational goals
   a. Completion rates per degree
   b. Completion rate per certificate

2. At LWIT, students gain skills and knowledge to participate in the workforce
   a. Pass rates on industry exams

Indicators

1. Graduation – degree, certificate is earned
   a. Count number of these
   b. Split between transfer degrees, workforce degrees, etc.
   c. People completing pre-nursing who may or may not be transferring
   d. Student completes a transferrable AA degree
   e. Student completes a non-transferrable AA degree
   f. Do they get their math requirement done?
   g. Do they complete core requirements
   h. People get a job without a degree/certificate and are happy to have met their goals
   i. Outcome matches stated intent
   j. Outcome matches stated student goals
      i. New job
      ii. New career
      iii. Asked on the
   k. Outcome matches implied intent
      i. Nursing
      ii. Medical assisting
      iii. PTA
      iv. OTA
      v. Fitness
      vi. CSNT
      vii. Electronics
      viii. Auto
      ix. Welding
      x. Funeral
      xi. Multimedia Adobe certification
      xii. Microsoft Office exams
      xiii. Dental hygiene
      xiv. CNA license
      xv. Horticulture
      xvi. Culinary
   l. Post-college success indicator (board exam? License?)
      i. Ask departments what is important for
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 9, 2012-committee edits

Student Achievement

At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and participate in the workforce.

Outcomes and Indicators:

1. Students demonstrate gain skills and knowledge
   a. As indicated by: after adjustment for enrollment, student cohorts demonstrate year to year increase (based on strategic planning goals) in achievement of Student Achievement Initiative (SAI) points
   b. As indicated by: Educational assessment processes indicate student gain in skills and knowledge (e.g. global outcome assessments, program outcome assessments, student pass rates per quarter, etc.)

2. Students achieve educational goals
   a. As indicated by: Students meet substantial progress indicators (45 credits, academic or technical) comparable to or exceed State Board of Community and Technical College system averages
   b. As indicated by: Students complete certificates/degrees at an acceptable range/at rates comparable to state or local averages

3. Students demonstrate the potential to participate in the workforce (focus on indirect indicators of how well graduates will perform post-college)
   a. As indicated by: information/data from the Educational Assessment Committee (EAC) through global and program outcome processes
   b. As indicated by: student perception survey
   c. As indicated by: licensure rates?
   d. As indicated by: Pass rates on industry exams?
   e. As indicated by: state workforce data? (department of employment data from state)
   f. As indicated by: assessment of internships and success on clinical placements?
Appendix G: Recommendation Two

Task Force Notes (continued)

July 26, 2012-working draft

College Community:

LWIT is a safe, supported learning environment for students and a safe, supported work environment for faculty and staff.

Outcomes:

1. LWIT is a safe learning environment for students
2. LWIT is a safe learning environment for faculty and staff
3. LWIT is a supported learning environment for students
4. LWIT is a supported learning environment for faculty and staff
5. LWIT is a safe work environment for students
6. LWIT is a safe work environment for faculty and staff
7. LWIT is a supported work environment for students
8. LWIT is a supported work environment for faculty and staff

Indicators

William & Molly
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 8, 2012-draft William and Molly

College Community:

LWITis a safe, supported learning environment for students and a safe, supported work environment for faculty and staff.

Outcomes:

1. LWIT is a safe learning environment for students
2. LWIT is a safe learning environment for faculty and staff
3. LWIT is a supported learning environment for students
4. LWIT is a supported learning environment for faculty and staff
5. LWIT is a safe work environment for students
6. LWIT is a safe work environment for faculty and staff
7. LWIT is a supported work environment for students
8. LWIT is a supported work environment for faculty and staff

Indicators

William & Molly

I though we had condensed some of these...

These are unsorted notes. Plan is to select among them on 8/9, and then articulate.

===

Supported = students satisfaction report (does data already exist?) All items should be relevant
Use of and data flow through FAST – count student alerts, does this system monitor response to and resolution of alerts?
Does cultural equality/balance come in here?
Can student support be measured by student success? Graduation rates etc.

===

Similarly,

Supported = faculty/staff satisfaction report (does data already exist?) All items should be relevant
Use of and data flow through FAST – count student alerts, does this system monitor response to and resolution of alerts?
Does cultural equality/balance come in here?
Is faculty support measured by retention rates, number of tenured faculty, turnover?

Support = thriving college community, extra-curricular stuff, speakers, clubs, participation,
$ and infrastructure for extracurricular, sports, (do not count fundraisers and departmental solicitation events), trade fairs and job opportunities

What do students want as support – responsive system, channel to hear and act on student wants (non-academic)

Support for student government – empowered
Library, IT, food, bookstore support

Predictable and accessible schedules, college bulletin
Does teaching quality/modalities, show up here?
Teaching supplies for students and faculty
HR and personal/employment resources
Appendix G: Recommendation Two

Task Force Notes (continued)

Does advising show up here?

===
Safe – accident reports, on campus crime (stealing etc) reports, student report of perceived security
Action on expressed needs like late night lighting, escorts through parking lot,
Fire drills, compliance with required testing of security
Information flow, police and community lecturers
Emergency procedures in rooms, are they understood, do students know they are there, information awareness, are any of the procedures practiced?
Safe = clean

===
resource management, nice environment, supported arbor.
For me, the fiscal crunch should show up as a decrease in quality for these indices
Does fiscal integrity show up here?
Does environmental responsibility show up here?

===
Support = openness and transparency, trusted admin and governmental processes
Support = welcoming, (measured at registration), ease of admission
Support = working infrastructure (phones, email, IT, funding, paperwork, website)
Support = opportunity (non-academic)

Support = competitive pay for faculty/staff, growth opportunities, help with funding

===
INDICES for
-- satisfaction, respect, cultural/social/environmental awareness
-- perception of openness etc.
-- systems that exist to do support/safety (Y/N)
-- cleaning facilities, safety facilities and $ budgets

====DOUG
Student engagement (clubs, activities, etc.)

Alum
Diversity of staff and students
Focus on whole person rather than simply employment (for staff and students)
Successful cross-departmental teams
Respectful classroom, departmental, and cross-departmental interactions
Welcoming tone to campus
Safe classrooms and safe work environment in terms of openness to all viewpoints
Campus safety in the standard sense
Campus awareness of and support for strategic plan
Range of student experiences
Successful campus gatherings/trainings, activities
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 8, 2012-draft

College Community

LWIT provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.

Outcomes:

1. LWIT is a safe, supported, and engaging learning environment for students
   a. Safety is indicated by:
      i. Students survey questions pertaining to safe environment
      ii. Campus crime statistics
      iii. Ongoing relevant committee and/or department meetings, policies & procedures which actively address issues as evidenced by published agendas, minutes
   b. Support and engagement is indicated by:
      i. Student survey questions pertaining to supported environment and engagement
      ii. Breadth and efficacy of student support and engagement activities (checklist of variety of student support activities)

2. LWIT is a safe, supported, and engaging work environment for faculty and staff
   a. Safety is indicated by:
      i. Faculty and staff survey questions pertaining to safe environment
      ii. Campus crime statistics
      iii. Ongoing relevant committee and/or department meetings, policies & procedures which actively address issues as evidenced by published agendas, minutes
   b. Support is indicated by:
      i. Faculty and staff survey questions pertaining to supported environment
      ii. Faculty and staff professional development is happening – numbers
   c. Engagement is indicated by:
      i. Faculty and staff survey questions pertaining to engagement
      ii. % of faculty and staff actively participating in college committee structure as measured by attendance at meetings divided by # of faculty
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 22, 2012 final draft submitted

College Community

Descriptor: LWIT provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.

Outcomes:

<table>
<thead>
<tr>
<th>College Community Out # 1: LWIT is a safe, supported, and engaging learning environment for students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Measure</td>
</tr>
<tr>
<td>1.a.i. Safety of students is indicated by student survey questions pertaining to safe campus environment</td>
<td>Survey to be identified</td>
</tr>
<tr>
<td>1.a.ii. Safety of students is indicated by campus crime statistics</td>
<td>Annual crime statistics report</td>
</tr>
<tr>
<td>1.a.iii. Safety of students is indicated by ongoing relevant committee and/or department meetings, policies &amp; procedures which actively address issues.</td>
<td>Meeting notes posted on college’s SharePoint site and college web site.</td>
</tr>
<tr>
<td>1.b.i. Support and engagement of students is indicated by student survey questions pertaining to supportive environment and engagement.</td>
<td>Survey to be identified</td>
</tr>
<tr>
<td>1.b.ii. Support and engagement of students is indicated by Breadth and efficacy of student support and engagement activities</td>
<td>(checklist of variety of student support activities)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Community Out # 2: LWIT is a safe, supported, and engaging learning environment for faculty and staff.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator</td>
<td>Measure</td>
</tr>
<tr>
<td>2.a.i. Safety of faculty and staff is indicated by student survey questions pertaining to safe campus environment</td>
<td>Survey to be identified</td>
</tr>
<tr>
<td>2.a.ii. Safety of faculty and staff is indicated by campus crime statistics</td>
<td>Annual crime statistics report</td>
</tr>
<tr>
<td>2.a.iii. Safety of faculty of staff is indicated by ongoing relevant committee and/or department meetings, policies &amp; procedures which actively address issues.</td>
<td>Meeting notes posted on college’s SharePoint site and college web site</td>
</tr>
<tr>
<td>2.b.i. Support of faculty and staff is indicated</td>
<td>Survey to be identified</td>
</tr>
</tbody>
</table>
Appendix G: Recommendation Two

Task Force Notes (continued)

July 19, 2012

External Engagement:

LWIT forms partnerships with governmental and community organizations, educational institutions, business and labor in order to *effectively* support the Institution’s mission.

Outcomes:

1. LWIT forms partnerships with governmental organizations
2. The partnerships with governmental organizations are effectively supporting the mission of LWIT
3. LWIT forms partnerships with community organizations
4. The partnerships with community organizations are effectively supporting the mission of LWIT
5. LWIT forms partnerships with educational institutions
6. The partnerships with educational institutions are effectively supporting the mission of LWIT
7. LWIT forms partnerships with businesses
8. The partnerships with businesses are effectively in supporting the mission of LWIT
9. LWIT forms partnerships with labor organizations
10. The partnerships with labor organizations are effectively supporting the mission of LWIT

Indicators
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 8, 2012
External Engagement Grace and Chris’s first version

LWIT forms partnerships with governmental and community organizations, educational institutions, business and labor in order to effectively support the Institution’s mission.

Outcomes

1. LWIT engages in mutually beneficial partnerships with community, business, and labor organizations that result in synergistic relationships that benefit the Institution’s mission.
   a. Indicator: Faculty certification is obtained locally/regionally
   b. Indicator: Programs and certificates offered meet the needs of local and regional organizations as well as LWIT students
   c. Indicator: Courses and continuing education opportunities are offered both at LWIT and on-site with external partners to ensure two-way participation and collaboration
   d. Indicator: Internships result in technical skills learning and upgrades

2. LWIT partners with local and regional educational institutions that result in a variety of career pathways for LWIT students.
   a. Indicator: Articulation agreements continue to increase for technical and academic programs with public, private, and for-profit educational organizations.
   b. Indicator: Articulation agreements are created for programs and/or certificates not offered at LWIT but transferable into as an LWIT graduate/student. (examples: Advanced degrees in their technical field-Eastern-Dental Hygiene BS completion, UW BSN completion, CWU-computer science, Accounting, DTA/MRPs)
   c. Indicator: Partnerships between college campuses and/or college departments allow an equal exchange of students taking courses between campuses to meet degree goals. (Example 5 star consortium-resident requirements for credits, common cut scores for college level math and English)

3. LWIT engages in mutually beneficial partnerships and collaboration that result in synergistic relationships that support the college’s mission.
   a. Indicator: Internships result in job placement [faculty survey, utilize ERC’s online system to track internship and employment of LWIT students]
   b. Indicator: Students obtain jobs locally/regionally [survey alumni, require students to register with ERC for online job search]
   c. Indicator: Partnership feedback indicates positive contributions by hired LWIT graduates [survey employers utilizing ERC online job posting]
   d. Indicator: LWIT fulfills the needs of tomorrow’s opportunities by offering programs and certificates that are high-demand for the region
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 8, 2012-Revised outcomes used for draft
Revised during Aug. 9th task group meeting
External Engagement (Take Two)

LWIT forms partnerships with governmental and community organizations, educational institutions, business and labor in order to effectively support the institution’s mission.

Outcomes

1. LWIT engages in mutually beneficial partnerships with community, business, and labor organizations that result in synergistic relationships that benefit the institution’s mission.
   a. Indicator: Faculty certification is obtained locally/regionally
   b. Indicator: Programs and certificates offered meet the needs of local and regional organizations as well as LWIT students
   c. Indicator: Courses and continuing education opportunities are offered both at LWIT and on-site with external partners to ensure two-way participation and collaboration
   d. Indicator: Internships result in technical skills learning and upgrades

2. LWIT partners with local and regional educational institutions that result in a variety of career pathways for LWIT students.
   a. Indicator: Articulation agreements continue to increase for technical and academic programs with public, private, and for-profit educational organizations.
   b. Indicator: Articulation agreements are created for programs and/or certificates not offered at LWIT but transferable into as an LWIT graduate/student (examples: Advanced degrees in their technical field-Eastern Dental Hygiene BS completion, UWB ESN completion, CWU-computer science, Accounting, DTA/MRPs)
   c. Indicator: Partnerships between college campuses and/or college departments allow an equal exchange of students taking courses between campuses to meet degree goals. (example: 5-star consortium-resident requirements for credits, common cut scores for college level math and English)

3. LWIT engages in mutually beneficial partnerships and collaboration that result in synergistic relationships that support the college’s mission.
   a. Indicator: Internships result in job placement (faculty survey, utilize ERC’s online system to track internship and employment of LWIT students)
   b. Indicator: Students obtain jobs locally/regionally (survey alumni, require students to register with ERC for online job search)
   c. Indicator: Partnership feedback indicates positive contributions by hired LWIT graduates (survey employers utilizing ERC online job posting)
   d. Indicator: LWIT fulfills the needs of tomorrow’s opportunities by offering programs and certificates that are high-demand for the region
Appendix G: Recommendation Two

Task Force Notes (continued)

Aug. 22 2012

External Engagement:

LWIT forms partnerships with governmental and community organizations, educational institutions, business and labor in order to **effectively** support the Institution’s mission.

Outcomes:

1. LWIT forms partnerships with governmental organizations
2. The partnerships with governmental organizations are effectively supporting the mission of LWIT
3. LWIT forms partnerships with community organizations
4. The partnerships with community organizations are effectively supporting the mission of LWIT
5. LWIT forms partnerships with educational institutions
6. The partnerships with educational institutions are effectively supporting the mission of LWIT
7. LWIT forms partnerships with businesses
8. The partnerships with businesses are effectively in supporting the mission of LWIT
9. LWIT forms partnerships with labor organizations
10. The partnerships with labor organizations are effectively supporting the mission of LWIT

Indicators

1. LWIT has partnerships with governmental organizations - (Count)
2. LWIT’s partnerships with governmental agencies resulting in one or more of the following: program development, funding, services for students, or engagement in a college advisory committee (Would need to develop a tool to collect this information)
3. LWIT has partnerships with community organizations partners – (Count)
4. LWIT’s partnerships with community organizations resulting in one or more of the following: program development, funding, services for students, or engagement in a college advisory committee.
5. LWIT has partnerships with educational institutions (Count)
6. LWIT’s partnerships with educational institutions resulting in one or more of the following: program development, funding, services for students, articulations/transfer options or engagement in a college advisory committee
7. LWIT has partnerships with businesses (Count)
8. LWIT’s partnerships with businesses resulting in one or more of the following: program development, funding, services for students, or engagement in a college advisory committee
9. LWIT has partnerships with labor organizations (count)
10. LWIT’s partnerships with labor organizations resulting in one or more of the following: program development, funding, services for students, or engagement in a college advisory committee
Appendix G: Recommendation Two

Minutes from Relevant Governance Committees

College Council Minutes
May 17, 2012
1:00 pm – 2:30 pm W305A

Attendees: Susan Aaron Moller, Hanna Taylor, Terry Byington, George Dalich, Sonny Campbell, Ruby Hayden, Noah DuPont, Andrea Fechner, Rob Nyland, Vera Davidyuk, Craig Kerr

Guests: Chris Harter, Michael Richmond, Doug Emory, Shelia Walton

Absent: Thom Bianco, Shalah Swinney, Heath Davis, Linda Costarella, Pat Sturgill, Marti Garrels

Susan called the meeting to order at 1:00 pm.

STANDING ITEMS:
- Agenda for today’s meeting was approved.
- Minutes for May 3rd were approved by email vote.

Strategic Planning
- The expanded Strategic Planning Committee met on May 14th
- The Committee discussed the list of 5 applicants for the facilitator position and then selected 3 candidates who they would like to interview

Curriculum Updates:
- I-BEST Early Childhood Education Assistant Teacher – CC
- Nursing AAS-T

E-mail:
There were no e-mails of note at this time.

OLD BUSINESS:
Social Media Guidelines:
The subcommittee for social media has met this week. Jen Boyer gave some background on this topic, in an effort to gain feedback on it. The subcommittee looked at what other colleges and universities have in place. In doing so, the committee reworked the wording of our guidelines to be ‘best practices,’ versus ‘strict standards.’ They also talked about the length of it, as it is right now. The subcommittee sought support from College Council in doing a survey regarding social media. The goal of the survey would be to get an inventory of who is currently using social media and how they are going about that for their particular program or class, then offering support to those that are using it. College Council approved the motion to do the survey, at the end of this quarter. By completing this survey, it will allow for the revised guidelines to be in place come fall quarter.

Voting Procedures for College Council Representation:
Terry disseminated to the members of College Council a third draft of the voting procedures. At today’s meeting we voted to adopt version three of the voting procedures.
Appendix G: Recommendation Two

Minutes from Relevant Governance Committees (continued)

**New Student Orientation**
Chris Harter spoke with us again today regarding the proposed New Student Orientations. To recap—Student Services has not required this of students up to now. They will move to making new student orientations mandatory; for students brand new to a college atmosphere. Concerns were voiced at the last meeting about a hold on a student transcript inhibiting a student’s ability to enroll. This is not the intention of the hold. Feedback from part-time faculty was that it seems like a good idea. The potential problem the part-time group thought might occur would be late arrivals to the class; of more than a day or two. Chris’s goal today was to get the support of College Council in trying this process for winter quarter to see how it goes. Since it has not yet been tried, she is not sure how it will play out. Chris will write up a process on how this would work. Ruby will bring that to the next meeting on her behalf.

**NEW BUSINESS:**
**ASG Constitution**
Sheila shared with us some recent activities regarding ASG and their constitution. The ASG Executive Board reviewed their bylaws and determined they didn’t quite fit what they were looking to do at the present time. They are now reviewing their overall process. In addition, they have been amended to have a selection of officers instead of an election. Their goals for the future are to increase credibility, consistency and strengthen their structure. They have also eliminated their non-functioning student senate, and made changes to certain titles and functions.

**Accreditation Recommendation #2**
The Accreditation Committee has revised the language describing the four core themes. There were no real measurements for external engagement or college community based around their original description. There was consensus in modifying only the language; not the meaning of core themes. The modifications are intended to support pathways. The committee will refine the outcomes over the summer. College Council approved the motion to adopt the changes that have been made so far.

**Accreditation Recommendation #4**
Recommendation #4 involves increasing communication on campus. An internal communication plan has been disseminated, and put on Sharepoint. Today Michael Richmond shared the particulars of what is being asked of College Council and all campus committees, as a means to ensure clearer communication. The following items are being asked to be put on Sharepoint: Committee discussions, meeting minutes, meeting agendas (prior to any meetings), charters and an annual report. Executive Cabinet will be looking to College Council to approve the formation of any new groups or committees. Terry proposed putting together a workgroup over the summer to work on compiling materials from various committees. Not all committees have a charter or even a clear purpose of what they should be doing. There was great concern voiced over the implementation and timeline for this recommendation, in addition to the expectations of both College Council and other committees. We will continue discussions at our next meeting.

**REPORTS & ANNOUNCEMENTS:**
Rob Nyland, eLearning Committee

- We are happy to have Nancy Dick as the new Dean over eLearning at the College. She is working with us to make sure that eLearning is aligning with the institutional Goals for the future of eLearning.
Appendix G: Recommendation Two

Minutes from Relevant Governance Committees (continued)

- Alissa Sells reported on the new LMS adoption. We will not be in the first phase of adoption moving to Canvas in Fall of this year. We need to put a training plan in place and will likely move to Canvas next year.
- The eLearning committee needs to review the current eLearning definitions that are being placed in the student handbook. We will hopefully review these soon so that they can be placed in the upcoming student handbook.

Susan Aaron Moller, Program Planning and Alignment (PP&A)

- The team discussed how we could organize like Department Chairs
- FTEs, headcount, number of full and part time faculty were factors discussed that would impact workload
- Faculty who currently do many of the tasks required (George Dalch, Pat McPherson, and Mihaela Cosma) discussed how it works for them
- There was some concern that there would be difficulty finding faculty willing to take on the department chair responsibilities

Susan Aaron Moller, Instructional Council

- Cindy Mowry discussed PLA and DTA changes she learned of from the ARC and ICRC Commission meetings she attended. Also HECB is now going to be Student Achievement Council (SAC)
- CLEP requirements for Chemistry were discussed
- Chris Harter discussed New Student Orientation she is working on

Terry Byington, Executive Cabinet

- A recommendation by the Facilities Committee on the ASG space was presented. Trio will take the current ASG space. International programs will get W306 the classroom next to the current International office.
- As part of Recommendation 4 – Communications – All committees need to have a charter, membership list, and agenda’s published on SharePoint. Every committee should do an annual report, that goes to College Council, and then added to SharePoint.
- Strategic Planning – Andrea Olson has been talking with possible consultants. Strategic Planning Committee will decide which ones they want to interview. Hope to have interviews on June 4th.
- The new Gateway to College report is out.
- College Council is also asked to work on the communication flow between committees and e-cabinet. College Council should oversee / approve the establishment of new committees, and task forces.
- Several staff are interested in working on a college picnic. They are looking at some time in July or August. Additional volunteers will be sought.

Meeting adjourned at 2:30 p.m.
Next meeting (last one of the year): June 7, 2012
Appendix G: Recommendation Two

Minutes from Relevant Governance Committees (continued)

Instructional Council Meeting Minutes  
May 10, 2012, 12:00 PM  
Location: W305B  
Standing Items Meeting

Voting Members: Doug Emory, Ed Sargent, Lin Zhou, Kim Infinger, Ann Hamilton, George Dalich, Heath Davis, Nancy Dick, Caroline Kapp, Sara Linnertz, Maria Macedo, Neera Mehta, Jason Sobottka, Don Sutherland

In attendance: Don Sutherland, Joe Martorelli, Ed Sargent, Dennis Long, Nancy Dick, Ann Hamilton, Neera Mehta, Susan Aaron Moller, Doug Emory, Hanna Taylor, Sara Linnertz, Jason Sobottka, Doug Emory, Maria Macedo, George Dalich, Caroline Kapp, Cindy Mowry, Chris Harter

Agenda: Today’s agenda was approved.  
Minutes: Minutes from the April 26th meeting were amended and approved.

Consent Agenda: The following Consent Agenda items were approved:

The following new curriculum and curriculum changes were recommended to IC for approval:

The following new program is recommended to IC for approval:

- I-BEST Early Childhood Education Assistant Teacher CC

The following new courses are recommended to IC for approval:

- PHIL & 120 Symbolic Logic  
- MATH 081 Technical Mathematics I  
- MATH 091 Technical Mathematics II  
- MATH 103 Technical Mathematics III  
- EASL 066 ESL Child Care Applications  
- INTL 058 Beginning Grammar  
- INTL 059 High-Beginning Grammar  
- INTL 081 Low-Intermediate Grammar  
- INTL 087 Intermediate Grammar

The following existing courses with changes are recommended to IC for approval:

- BAKE 110 Cake Decoration  
- BAKE 120 Specialty Cakes and Design  
- BAKE 122 Artisan Bread  
- MATH 145 Finite Math
Appendix G: Recommendation Two

Minutes from Relevant Governance Committees (continued)

**NEW BUSINESS:**

**PLA and DTA Changes**
Cindy has recently attended meetings for the ARC and ICRC Commissions. The legislation is seeing an increase in PLA’s outside of the typical technical areas. At a local level, we will need to define who will be in charge of these at the college. Coding for PLA’s will be PLC; for Prior Learning Credit. They will not show on transcript, but on a report instead. In the legislative document there is verbiage regarding the tracking of students. Cindy and Bob will collaborate on this part.

There is an RN to BSN DTA/MRP in the works. DTA changes will affect certain math/quantitative courses; PHIL&105 is no longer viable. PHIL&115, 117 and 120 will now qualify. At LWIT we are replacing PHIL&106 with PHIL&120. These changes will be effective Fall 2012. The HEC Board has renamed the Student Achievement Council (SAC). The SAC will provide planning, analysis and administrative oversight for a wide range of activities related to public and private higher education in the state. They will however, be approving any Applied Baccalaureate degrees. The SBCTC and the Baccalaureate institutions will be approving their own. There are three house bills in legislation right now, that affect priority for veterans, online advising and quarterly advising, respectively.

The cost for GED testing has doubled to $150. Stricter rules are in place for administering the test and will likely result in fewer testing stations/sites.

**Program Review**
In the last two Instructional Council meetings, we will have a designee from each program that underwent Program Review in the Fall. They will talk about their program at some length; their presentations will be about 15 minutes. The Program Review process has run its full cycle. Ninder Gill has been enlisted to help with educational assessment on a temporary basis. There is uncertainty around replacing Elizabeth Apple’s position on a full-time basis; we hope to address this by fall.

**CLEP Requirements**
The CLEP requirement for Chemistry has recently changed; the cut score has been reduced to 50. George Dalich has talked with faculty in his area. This doesn’t make as much sense at this point in time to offer chemistry with lab for CLEP. Science for non-majors or having students take chemistry and the lab portion of class separate would make more sense. George and other committee and staff members will work on a proposal that we will vote on at the next meeting.

**New Student Orientation**
Chris Harter has been working on a proposal to a new student orientation. Chris says she has found that Seattle Central has a process in place she would like to heavily borrow from in formulating an orientation program for LWIT. Part of what would be recommended is to put a hold on a student’s record until the orientation is done. There will be online and evening orientations in the near future.
Appendix G: Recommendation Two

Minutes from Relevant Governance Committees (continued)

Accreditation Recommendation #2
The Accreditation Committee has been working on revising the outcomes in regard to recommendation #2. The language on core themes, pathways and student achievement is okay; outcomes needs a bit more work. The committee will work on rewriting the outcomes. Ruby Hayden will be giving a report to the Board in June.

OLD BUSINESS:
Nothing to note at this time

Meeting Adjourned: 12:59pm

Next meeting: May 24, 2012.
Appendix H: LWIT Mission and Core Themes

Mission:

“To prepare students for today’s careers and tomorrow’s opportunities.”

Vision:

“To be the regional college of choice for workforce education.”

LWIT Core Themes

PATHWAYS
Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The Institute is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.

STUDENT ACHIEVEMENT
At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and participate in the workforce.

EXTERNAL ENGAGEMENT
Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to support the Institution’s mission.

COLLEGE COMMUNITY
Lake Washington Institute of Technology provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.
Appendix I: Accreditation and Strategic Planning Cycle 2012-2019

2012-13  Department data review and assessment  
           New Strategic Plan  
           Review core theme outcomes and indicators  
           Review mission fulfillment thresholds  
           Year One Report (Standard One)

2013-14  Core theme outcomes assessment  
           Mission fulfillment assessment  
           Strategic Plan update

2014-15  Core theme outcomes assessment  
           Year Three Report (Standards One and Two) and visit

2015-16  Core theme outcomes assessment  
           Mission fulfillment assessment  
           Strategic Plan update

2016-17  Core theme outcomes assessment  
           New Strategic Plan  
           Year Five Report (Standards One-Four)

2017-18  Core theme outcomes assessment  
           Mission fulfillment assessment

2018-19  Core theme outcomes assessment  
           Mission fulfillment assessment  
           Strategic Plan update  
           Year Seven Report (Standards One-Five) and visit